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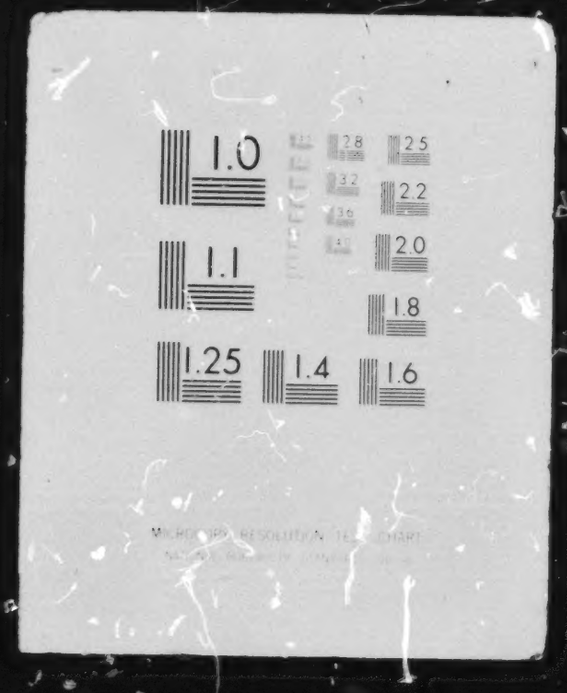

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ABSTRACT

One hundred and fifty-eight entries contain the numbered citation, an annotation, the address or source for securing the cited material, and a statement of cost and any special instructions for ordering. Entries are alphabetized by author. Two indexes are provided to assist the user in locating material that might be of interest. In one of these, entries are listed by type of material: training materials, papers, books and booklets, bibliographies, and articles. In the other, they are listed by the following areas treated in the material: needs assessment, evaluation, educational accountability, educational planning, management, student assessment, goals and objectives, and tests/test development. (Author/MLF)

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1976

NEEDS ASSESSMENT MATERIALS

AN ANNOTATED BIBLIOGRAPHY

EA 009 133

A Special Research Bulletin — February, 1976

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RESEARCH BULLETIN

1976
NEEDS ASSESSMENT MATERIALS
AN ANNOTATED BIBLIOGRAPHY

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ACKNOWLEDGMENTS

When it comes time to recognize everyone who has helped in completing a writing project, it is seldom possible to do more than an imperfect job. But since such a project cannot be accomplished without a lot of cooperation and assistance, it behooves us to share the credit, however inadequate the effort may be.

The seed from which this bibliography has grown is a collection of materials on needs assessment assembled by Michael Knight during his development of a system for assessing needs which is to be published by the Florida Department of Education. We gratefully acknowledge the assistance of Ambler Kaiser (Sarah) Lee who compiled annotations on materials in this collection. These annotations were invaluable in developing the completed bibliography.

Citations for the completed work have been compiled using annotations and the results of a survey of writers and developers who were known to have materials on needs assessment ready for use. Our indebtedness to the staff of The University of West Florida Educational Research and Development Center for conducting the survey is gratefully acknowledged, as is our debt to the authors who through their responses assisted in compiling a comprehensive, up-to-date set of annotated materials.

We also owe a debt of thanks to Peggy Doherty who helped delete obsolete materials and compile the annotations for materials included as a result of the survey. And finally, thanks go to Margreth Barrett for editing and to Debbie Hines for managing the entire project and for typing the final manuscript.

INTRODUCTION

Bibliographies have many uses and many different kinds of users. It is not possible to predict in advance exactly who will find such a document useful, but it is possible to plan the work so that a particular group is most likely to benefit from its use. This bibliography of needs assessment materials is expected to be of most use to personnel in school districts who are engaged in needs assessment, whether they are involved in a momentary skirmish or in directing a war.

Except in cases where available materials were obviously of poor or inferior quality, no effort has been made to evaluate the materials and screen the candidates for entry. The chief criteria for including an entry resulted from asking the following questions: 1) Is the material related to needs assessment? 2) Is the material available to someone who wishes to get it? 3) Is information available on what it will cost to get the material? 4) Are clear instructions available to one who wants to order the material? Since most of the materials have an almost endless variety of uses, the decision about their worth is left to the person who uses them.

Only a very few entries are included that do not meet these criteria. In order to assure their availability at the time of this publication, all materials except these and the ERIC listings have actually been purchased using the information provided in this bibliography. Obviously, the information is subject to change as this document ages, but there should nevertheless for some time to come be sufficient information to secure most of the material cited. In any case, the materials are housed in the Curriculum Laboratory of the John C. Pace Library at The University of West Florida and may be borrowed on Inter-Library Loan. Please identify requests with the citation number and give a description of the item. Address requests to:

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Entries are made up of four parts: 1) the numbered citation; 2) an annotation; 3) the address or source for securing the cited material; and 4) a statement of cost and any special instructions for ordering. They are alphabetized by author and are also numbered. The annotation itself is a summary description of the material cited in the entry and is intended to provide the reader with enough information to decide whether he wishes to obtain the material. Many annotations are therefore somewhat lengthy. It was felt that, if error be made, it would be better to provide too much information than to provide too little.

Materials that are available from the same source are listed together when they are by the same author, and the address and cost information are provided following the last entry in the list.

Two indices are provided to assist the user in locating material which might be of interest. In one of these, entries are listed by type of material: training materials, papers, books and booklets, bibliographies, and articles. In the other, they are listed by the following areas treated in the material: needs assessment, evaluation, educational accountability, educational planning, management, student assessment, goals and objectives, and tests/test development. In both indices, entries are denoted both by their number and the page(s) on which the entry can be found.

While this bibliography is intended for use by district personnel who are involved in needs assessment, it will also be useful to a much larger audience. Scholars, particularly those on university and college staffs, personnel in state departments of education, and others who have an interest in needs assessment will find it very helpful in locating and securing up-to-date materials for a wide variety of uses.

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1

Ahn, Sang Kee. "A Needs Assessment Model for Educational Program with Application of a Modified Delphi Technique." Doctoral Dissertation, Florida State University, 1972.

This paper discusses a method of educational program needs assessment based on the analysis of the individual, the society, and the nation. It looks at the possible uses of the Delphi Technique. Part One is concerned with the sources of educational needs; Part Two outlines a general model of needs assessment; Part Three provides an example of a needs assessment applied to a social studies program evaluation.

Order From: *Dissertation Abstracts*
Xerox University Microfilms
Ann Arbor, Michigan 48106

Cost: *Hardcover, $13.50; Xerox, $11.00; MF, $5.00. (Also available on interlibrary loan.)*

2

Alabama State Department of Education. *Design for Developing a Program of School Improvement.* Montgomery, Ala.: Alabama State Department of Education, August 1973.

During the academic year 1972-73, two school systems in Alabama were used to develop model assessments that could be used by other local agencies to establish priorities for Federal programs. The design of the study is discussed along with implications for effectiveness. Also included is a detailed examination of how the study was conducted as well

as an evaluation of the study. The resulting needs and the program for improvement are discussed. Appendices contain an educational goals questionnaire, a form for tabulating data, an instructional needs questionnaire, school dropout summary data forms, and a questionnaire for conducting a follow-up of graduates.

Order From: *Mr. W.E. Mellown, Jr.*
State Department of Education
Room 402
State Office Building
Montgomery, Alabama 36130

Cost: *No cost. (Limited quantity available.)*

3
Alameda County School Department. *Alameda County Needs Assessment Model.* Hayward, Calif.: Alameda County School Department, 1974.

The Alameda County Needs Assessment Model is still in the experimental stage. This package includes materials on Phase I of its development and contains a user's manual, a package of statistical summary and data forms, and survey packages for four populations: teacher, pupil, parent, and instructional and support staff. The user's manual includes an introduction to and an overview of the model, the needs assessment process in comprehensive planning, and directions for using the model. Forms for ordering the model's components are included.

Order From: *Belle Ruth Witkin, Ph.D.*
Alameda County Education Center
685 A. Street
Hayward, California 94541

Cost: *$5.00 for Sample Kit (ACNAM).*
(Purchase order or letter must accompany request.)

4
Arkansas Department of Education. *Educational Needs Assessment 1973.* Little Rock, Ark.: Arkansas Department of Education, August 1973.

This report reflects the culmination of a two-year endeavor to establish critical educational needs of Arkansas students. Schools were classified by size and geographic location. Pretests and posttests given a year apart were used in three learning domains--cognitive, affective, and psychomotor. Each of the three learning domains, and results of the data analyses are discussed. Comparisons of scores are included along with observations and conclusions. Guidelines for administration, an attitude inventory and answer sheet, and a physical fitness test and data sheet are provided.

Order From: *B.F. Lever, Supervisor of Needs*
Arkansas Department of Education
Division of Federal Programs
Arch Ford Education Building
Little Rock, Arkansas 72201

Cost: *No cost.*

5
Battelle's Center for Improved Education. "The Battelle Needs Assessment Survey." Columbus, Ohio: Center for Improved Education, n.d.

This is a comprehensive survey that is based on stated goals and conditions and which may be used to elicit information for decisions from students, faculty, administrators, parents, and the community. Respondents express an opinion about what should exist and what actually does exist, the difference being expressed as "need". A complete service for determining, ranking, and interpreting needs is available from CIE.

Order From: *David L. Hamilton, Program Director*
Battelle's Center for Improved Education
Columbus, Ohio 43201

Cost: *(Varies with services required.)*

6
Beverly Hills Unified School District. *Educational Needs Assessment.* Bethesda, Md.: Eric Document Reproduction Service, 1972, ED 072 073.

This is a questionnaire which serves several purposes: respondents can indicate their requirements for information concerning schools, rank goals and objectives, and differentiate between home responsibilities and school responsibilities as influences on certain aspects of a child's development. The final section of the questionnaire is designed to determine the level of confidence in and support of the total educational program in Beverly Hills. The questionnaire was developed for a project to

determine goals, objectives, and priorities for the Beverly Hills Unified School District.

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P.O. Drawer O
Bethesda, Maryland 20014

Cost: *MF, $.65; HC, $6.58*

7
Board of Trustees, San Diego Community College District. *Districtwide Needs Assessment Report.* San Diego, Calif.: San Diego Community College District, September 1975.

This is a report of a needs assessment designed to assist in the master plan for the San Diego Community College District. Completed in five phases by the Office of Planning and Evaluation, the assessment collected input from all the district's clientele as well as from college personnel. Methods, results, and instruments are included.

Order From: *Dr. Larry Morgan*
Needs Assessment Project Director
Office of Planning and Evaluation Services
San Diego Community College District
3375 Camino Del Rio South
San Diego, California 93108

Cost: *No cost.*

8

Bowkett, Norman S., comp. *Directions 70's: An Assessment of Educational Needs in Alaska.* Juneau: Office of Planning and Research, Alaska State Department of Education, 1970. (Bethesda, Md.: ERIC Document Reproduction Service, ED 054 888.)

This is an ESEA Title III report which presents educational goals and objectives for the public education system of Alaska. The main thrust of the report is toward the establishment of goals which contribute to the most favorable development of the individual, his needs, competencies, skills, values, and potential contributions. For each goal, specific objectives are supported by a statement of need for the objectives and a summary of present and planned actions to meet the objectives. A summary of state department activities in the areas of educational planning and research is also included.

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P.O. Drawer O
Bethesda, Maryland 20014

Cost: MF, $.65; HC, $3.29.

9

Brevard County School Board. *Attitudes Toward the Brevard County Public Schools.* Titusville, Fla.: Brevard County School Board, 1974.

The purpose of this series of surveys is to measure and record the attitudes toward schools of registered voters, students, and employees of the Brevard County School District.

Bench marks have been set to enable change in attitude to be measured in the years ahead. The material contains a discussion of the research procedure, the design of the sample, sampling tolerances, and conclusions. Also included are copies of each of the surveys.

Order From: *Mr. Van Savell, Assistant to the Superintendent for Communications*
3205 South Washington Avenue
Titusville, Florida 32780

Cost: *No cost.*

10

Brieve, Fred J.; Johnson, A.P.; and Young, Ken M. *Educational Planning*. Worthington, Ohio: Charles A. Jones Publishing Co., 1973.

In this book, the authors have tried to delineate and explicate planning as a rational process based on sound information and good research. They have developed and presented materials that enable the administrator to convert rational process into viable, practical management procedures. By choosing to emphasize planning as an administrative process, the authors have endeavored to serve the needs of those who face diverse planning problems in local school districts. The processes they advance are well suited to the task of program-financial planning, particularly to the task of allocating scarce resources to predetermined educational objectives in school districts.

Order From: *Charles A. Jones Publishing Co.*
4 Village Green, SE
Worthington, Ohio 43085

Cost: *$7.95.*

11
Bucks County Public Schools. *Project Description: Quality Education Program Study.* Booklet A. Doylestown, Penn.: Bucks County Public Schools, 1971. (Bethesda, Md.: ERIC Document Reproduction Service, ED 063 355.)

This is the first of twelve documents produced by the Bucks County Public Schools. It describes the background of a comprehensive needs assessment project. The document also includes an overview and a detailed description of procedures used to collect, handle, and analyze data. Sample forms for teachers and students as well as suggestions for conducting teacher, student, and parent interviews are appended.

12
_____. *General Needs Assessments: Quality Education Program Study.* Booklet B. (ED 063 357)

This document discusses the purposes and uses of needs assessment instruments.

13
_____. *General and Individual Needs Assessment Instrument Goal One: Self-Understanding.* (ED 063 361. Available only in microfiche.)

This and each of the following nine documents deals with instrumentation for the goal addressed in the document title.

14
_____. *Needs Assessment Instruments Goal Two Understanding Others.* (ED 063 363. Available only in microfiche.)

15

_____. *Needs Assessment Instruments Goal Three: Basic Skills.* (ED 063 365. Available only in microfiche.)

16

_____. *Needs Assessment Instruments Goal Four: Interest in School and Learning.* (ED 063 367. Available only in microfiche.)

17

_____. *Needs Assessment Instruments Goal Five: Good Citizenship.* (ED 063 369.) Available only in microfiche.)

18

_____. *Needs Assessment Instruments Goal Six: Good Health Habits.* (ED 063 371. Available only in microfiche.)

19

_____. *Creativity: Quality Education Program Study Goal Seven, Creativity.* (ED 063 373. Available only in microfiche.)

20

_____. *Vocational Development: Quality Education Program Study Goal Eight, Vocational Development.* (ED 063 375. Available only in microfiche.)

21

_____. *Understanding Human Accomplishment. Quality Education Program Study Goal Nine, Understanding Human Accomplishment.* (ED 063 377. Available only in microfiche.)

22

_____. *Preparation for a Changing World: Quality Education Program Study Goal Ten, Preparation for a Changing World.* (ED 063 379. Available only in microfiche.)

Order From: Bucks County Public Schools
Intermediate Education Unit #22
Division of Curriculum and Instruction
Administration Building
Seventh Floor
Doylestown, Pennsylvania 18901
ATTN: Dr. R. Burnabei

Cost: Documents are available as packet for $10.00.

Order From: ERIC Document Reproduction Service
P.O. Drawer O
Bethesda, Maryland 20014

Cost: Project Description: MF, $.65; HC, $3.29.
General Needs Assessment: MF, $.65; HC, $3.29.

23
Burns, Robert J. *Educational Goals for the Future (1980's)*. SWEP Product Evaluation Report 2. Dallas, Tex.: Dallas Independent School District, n.d.

This manual explains a multi-district planning project involving the Dallas and Ft. Worth Independent School Districts. The plan was designed to ascertain the need for and feasibility of, and to formulate preliminary plans for another Skyline-type educational system to serve the Dallas-Ft. Worth metroplex in the decade of the 1980's. The term "Skyline" refers to a DISD comprehensive high school and career development cluster opened in 1971. The major purpose of this report is to scrutinize the research methods and analytical schemes and to communicate the result of SWEP objective number two - to determine constituency priorities relative to the educational programs and processes of the future. The manual contains a list of tables, an executive summary, an overview, a review of literature, methodology, results, a bibliography, and a lengthy appendix on results.

Order From: *Dr. Jerald N. King*
Planning Department
Dallas Independent School District
Dallas, Texas 75204

Cost: *No cost.*

24
Burson, William W. *Quality Assessment Teacher Questionnaire*. Harrisburg, Penn.: Pennsylvania State Department of Education, 1972. (Bethesda,

Md.: ERIC Document Reproduction Service, ED 069 808.)

This questionnaire is used in the Educational Quality Assessment Program for the state of Pennsylvania. It includes checklists for the following kinds of information concerning teachers: locale, stability, college, mother's education, father's occupation, attitudes relating to professional recognition, career interests, salary, length of service, and age. It also includes rating scales for factors related to school climate, personnel influences and decision making, and classroom teaching practices.

Order From: *Research Information Services for Education*
198 Allendale Road
King of Prussia, Pennsylvania 19406

Cost: *No cost.*

Order From: *ERIC Document Reproduction Service*
P.O. Drawer O
Bethesda, Maryland 20014

Cost: *MF, $.65; HC, $3.29. (Manual only)*

25
Campbell, Paul B. and Beers, Joan S. *Definition and Measurement in the Affective Domain: Appreciation of Human Accomplishments.* King of Prussia, Penn.: Research Information Services for Education, 198 Allendale Road, 1971. (Bethesda, Md.: ERIC Document Reproduction Service, ED 050 173.)

The first three levels of the taxonomy in the affective domain guided the development of

two inventories (the Pennsylvania Inventory and Cultural Appreciation (PICA) for 11th grade, and Things People Do (TPD) for 5th grade) to measure appreciation of human accomplishments in seven areas: politics, sciences, sports, literature, visual arts, music, and theatre. Alpha coefficient for the PICA is .92, and for the TPD .79. Photographs are used in the TPD. With a sample of 3,000 in each grade level, analyses of the instruments included comparison of means, analysis of correlations, factor analysis, and analysis of cumulative structure. The hypothesized hierarchical structure is supported by the TPD data, but not by the PICA data. Many inferences and implications are discussed.

Order From: *ERIC Document Reproduction Service*
P.O. Drawer O
Bethesda, Maryland 20014

Cost: *MF, $.65; HC, $3.29.*

26
Campbell, Paul B. et al. *The Pennsylvania Questionnaire.* Harrisburg, Pa.: Pennsylvania State Department of Education, December 1970. (Bethesda, Md.: ERIC Document Reproduction Service, ED 051 267.)

In this document elementary and secondary attitudinal items intended to measure six out of ten goals of quality education of the state are combined. Item groups include understanding others, interest in learning, citizenship, creativity, appreciation of human accomplishments, and preparing for the demands of a changing world. Each group of items in the questionnaire is accompanied by directions and

is designated by: 1) a goal number; 2) "Elementary", "Secondary", or both; and 3) a brief definition of the subject area. Elementary items are designed for 5th graders; secondary, for 11th graders. A variety of supporting data is available on request, including reliabilities, validity, item and factor analyses, and percentile distributors.

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Cost: *MF, $.65; HC not available.*

27

Clinch-Powell Educational Cooperative. *Perceptions of Educational Needs in Campbell, Claiborne, Hancock, and Union Counties. Final Report.* Harrogate, Tenn.: Clinch-Powell Educational Cooperative, 1972. (Bethesda, Md.: ERIC Document Reproduction Service, ED 068 220.)

This report includes the results of a survey in which an attempt was made to determine the public's perception of educational needs. The group surveyed was composed of certified school employees, noncertified school employees, other adults, elected officials, and students. Analysis of the data revealed that needs were identified differently by different groups and that there was no general consensus. Some disagreement was shown between noncertified school employees and certified school personnel, but students and certified school personnel were in almost complete disagreement on the priority of needs in their counties.

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Bethesda, Maryland 20014

Cost: MF, $.65; HC, $3.29.

28

Consulting Services Corporation. *An Assessment of the Educational Needs of Indian Students in the State of Arizona.* Seattle: Consulting Services Corp., 1969. (Bethesda, Md.: ERIC Document Reproduction Service, ED 066 275.)

This study offers general and comprehensive information on American Indian education in Arizona as it pertains to ESEA Title III. Using interview sessions including eight to twelve participants who were encouraged to comment on all aspects of Indian educational needs, the project resulted in 19 recommendations for the administration of Title III at the state level. The study lists and discusses the findings and underlying needs discovered from the interviews. The six basic underlying needs involved improvement of: educator-learner relationships, student self-image, student involvement, educational administration, curriculum structure, and community involvement.

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P.O. Drawer O
Bethesda, Maryland 20014

Cost: MF, $.65; HC, $3.29.

29

Cooperative Accountability Project. *Characteristics of and Proposed Models for State Accountability Legislation.* Denver, Colo.: Cooperative Accountability Project, 1974. (Reprint date)

This report discusses the laws and acts relative to educational accountability in many states. Part I of the report highlights what is required in the legislative language of the acts by presenting their specific characteristics in a series of tables. Discussion of these characteristics, with comparisons and comments on omissions and trends, are offered. Part II consists of "model acts" that illustrate a format for four accountability and assessment laws, along with suggestions for their implementation by means of administrative codes.

30

_____. *Costs of Educational Accountability.* Denver, Colo.: Cooperative Accountability Project, 1974.

This document is a report of an exploratory study of the cost-pricing educational accountability within the Maryland schools. The exploratory study was undertaken to determine the state of the art in cost-pricing accountability components at the state and local educational levels and to make recommendations about necessary future research in this field. In the study, four educational accountability components were identified from the Maryland Educational Accountability Act: goal development and implementation; objective development and implementation; surveying status of student achievement; and program development. Using these components, a survey instrument was developed, data collected, and analyses made. Conclusions and recommendations are reported.

31

_____. By Frank S. Womer. *Developing a Large Scale Assessment Program.* Denver, Colo.: Cooperative Accountability Project, 1973.

This monograph employs examples and an outline format to give an introduction to needs assessment. A detailed exploration of the assumptions underlying needs assessment as well as a definition are provided. A general overview of needs assessment is included, followed by a detailed examination of the planning tasks involved in assessment. Development tasks and evaluation of the assessment are briefly mentioned. Examples from Minnesota, Texas, Pennsylvania, Florida, and Michigan are included, and a bibliography is provided.

32

_____. *Indicators and Statewide Assessment.* Denver, Colo.: Cooperative Accountability Project, March 1974.

This report is designed to share the Oregon's Department of Education experiences with the conceptual and the actual use of indicators in assessing progress toward state-level goals and objectives. Chapter 1 outlines the history of Oregon's assessment and briefly discusses the concept of indicators as it is used in the report. Chapter 2 presents Oregon's definitions of indicators and suggests criteria to be used in selecting indicators, chapter 3 discusses two ways in which Oregon will use indicators in statewide assessment, and chapter 4 outlines the procedures used by Oregon to identify and inventory sources of indicators. Chapter 5 reports on the uses being made of indicators by other state departments of education and mentions some of the noneducational settings

where the concept has been used. Appendices include a list of indicators and selected references.

33 _____. *Roles of Participants in Educational Accountability*. Denver, Colo.: Cooperative Accountability Project, 1974.

This monograph is an analysis of the participants involved in educational accountability, their roles and their responsibilities. An opening overview of the accountability movement, coupled with the purpose behind accountability, gives the basis for the analysis of accountability in relation to the participants involved in it. Following the description of a model accountability program the focus rests on the participants. Participants, such as principals, teachers, consultants, etc., are first identified, and then their individual roles in all phases of the accountability program are assessed. Conflicts are also pointed out, along with the implications of a multi-level, participant-oriented accountability program. A bibliography is included.

34 _____. *Who's Afraid of Educational Accountability?* Denver, Colo.: Cooperative Accountability Project, 1975.

This representative review of educational accountability material incorporates a sampling of all the literature published to date. A summary of educational accountability definitions has been coupled with a recap of the

various outside pressures which have caused accountability to gain momentum. Various applications of accountability are interpreted in order to aid readers in gaining a clearer understanding of the purpose of educational accountability as well as its many techniques. The many attempted ways of evaluating educational performance are also discussed. An extensive bibliography is included.

Order From: *State Educational Accountability Repository (SEAR)*
Miss Phyllis Hawthorne
Research Analyst
Wisconsin Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

Colorado Residents Order From:
Cooperative Accountability Project
Colorado Department of Education
1362 Lincoln Street
Denver, Colorado 80203

Cost: *No cost.*

35
Cornell, Terry D. *Needs Assessment.* Tucson, Ariz.: Educational Innovators Press, 1973.

This booklet describes a systematic approach to the assessment of learner and educational needs at the classroom, school, project, district, or state level.

Order From: *Educational Innovators Press*
P.O. Box 13052
Tucson, Arizona 85732

Cost: *$2.95.*

36
Cryer, Rodger E., et al. *Shared Decision-Making... A Training Module.* Washington, D.C.: The National Cluster Coordination Center, United States Office of Education, 1973.

This module consists of sections dealing with eight areas of concern in decision making. The first, strengths and limitations of shared decision making, is dealt with through the use of a paper and an open-ended questionnaire. Personality and institutional values are the focus of the second concern. Questionnaires and readings are included in its treatment. The third concern deals with models using examples and three analysis exercises. A workshop format is used to explore the appropriateness of decision-making, the fourth concern. The same treatment is given the fifth, group problem-solving and decision-making processes. Communication systems are treated with the aid of readings, accountability is examined using a workshop format, and the final concern--organizational output--is treated using written material and group discussions.

Order From: *Dr. Raymond G. Melton*
Assistant Superintendent for Instruction
Newport News Public Schools
Newport News, Virginia 23607

Cost: *No cost at this time.*

37

Cummings, C. Peter, and Cook, Desmond L. *Educational Project Management Instructional System.* Philadelphia, Pa.: Research for Better Schools, Inc., 1973 and 1974.

The EPMIS package includes three instructional modules and some supplementary materials. Each module deals with a distinct aspect of project management and includes complete directions for use which make the materials self-instructional. The lessons are structured for use by both individuals and groups. Each lesson within a given module contains introductory materials to orient the reader, tests to help the learner measure his progress, specific instructional objectives, reading references, and other materials.

Module One, "Project Management Executive Orientation", is the first part of a learning package in project management. It is concerned with providing an orientation to project management for top-level administrators in local education agencies and is divided into four lessons. Lesson 1, Building Conviction, identifies the characteristics of a project and a project management. Examples are given, and the advantages and disadvantages of such a program in local school systems are discussed. Lesson 2, Organizational Structuring, presents the organizational placement of projects in local education agencies, and in it the requirements for incorporating project management capabilities into local education agencies are discussed. A plan for installing project management capability is also presented. Lesson 3, The Life Cycle of a Project, identifies the guidance necessary in planning a project. A projection of possible assistance that might be required for implementing a project is cited, and suggestions for phasing out a project are

discussed. Lesson 4, Securing More Information, deals with sources of additional information and assistanct on project management. The kit for Module One includes four filmstrips and accompanying audio tapes.

Module Two, "Project Management Basic Principles", is concerned with providing acting or potential project directors with the basic skills and knowledge needed to manage a project in his local educational setting. It consists of two volumes including 12 lessons, each accompanied by an audio tape and a filmstrip. Lesson 1 is a basic introductory lesson describing the roles and duties of a project manager in relation to project meaning and function. Lesson 2 deals with project definition and description, the planning phase of projects. Lesson 3 examines the concept of work flow and its relationship to project planning. Emphasis is on event-oriented and activity-oriented network diagrams depicting the sequence of project tasks. Lesson 4 focuses on time estimation for task completion. Lesson 5 examines resource estimation and scheduling to achieve smooth workflow, and Lesson 6 deals with budgeting and cost estimates, completing Volume 1. The second volume begins with Lesson 7, the focus is on getting a project started. Lesson 8 is concerned with developing an effective system for dealing with project information and data. Project Control is the subject for Lesson 9, which treats project control, problem identification, and project monitoring. Lesson 10 focuses on problem solving through the selection of "best" solutions, and Lesson 11 deals with implementation of the "best" solution and information flow among the project staff. Lesson 12 examines ways of terminating and phasing out a project.

This third volume of Module Two is a semi-realistic case study and simulation incorporating many of the decisions and actions a project manager must take. A detailed description of the setting of the simulation is included, followed by four phases. Phase A, the planning phase, focuses on the activities involved in planning a project and a draft proposal is produced. Phase B, the preparation phase, deals with implementation and includes personnel hiring, the establishment of a project information reporting system, and determination of required facilities. Phase C, the control phase, involves solving a problem which could cause the termination of the project. Phase D, the termination phase, deals with the method of ending the project. It includes information on final reports and project history.

Module Three, "Proposal Development", is designed to assist local school district personnel in the management of project proposals and covers the four major phases of proposal management: proposal planning, preparation, operation, and termination. It also includes a bibliography and glossary. Lesson 1 of Module Three is concerned with proposal development and its relationship to school district planning and project management. Lesson 2 deals with proposal planning, and Lesson 3 with proposal preparation. Lesson 4 is concerned with the proposed project goal definition; Lesson 5 with the proposed project approach; and Lesson 6 with the proposed project support activities. Lesson 7 focusses on developing the detailed proposal, Lesson 8 with preparing the final proposal document, and Lesson 9 deals with following through with funding and closing out the proposal process.

Order From: Publications Office
Research for Better Schools, Inc.
1700 Market Street
Philadelphia, Pennsylvania 19103

Cost: Module One: Notebook, $5.00; Filmstrips and Tapes, $20.00.
Module Two: Three Volumes, $20.00; Filmstrips and Tapes, $60.00.
Module Three: $25.00.

38
DeMont, Bill, and DeMont, Roger. *Accountability: An Action Model for the Public Schools.* Homewood, Ill.: ETC Publications, 1975.

Beginning with a theoretical framework for accountability, the authors cover the subject of accountability from both an internal and an external point of view. Insight into the action phase of accountability is provided, and the authors conclude with suggestions for implementing accountability practices in the school district. Also included are a selected bibliography, an appendix which includes checklists for use with the various agencies involved in accountability programs, and an index.

Order From: ETC Publications
18512 Pierce Terrace
Homewood, Illinois 60430

Cost: $8.75.

39

DeNovellis, Richard L., and Lewis, Arthur J. *Schools Become Accountable: A PACT Approach.* Washington, D.C.: Association for Supervision and Curriculum Development, 1974.

This publication provides a general guide for establishing an accountability plan in individual schools through the formation of a Planning Accountability Team (PACT). The first section of the document traces a brief history of accountability, relates the press for accountability to concurrent developments in schools, and summarizes present state legislation regarding accountability. The second section contains four guidelines which should underlie any plan for educational accountability. The third section provides a practical organization for implementing accountability through the establishment of a PACT.

Order From: *Association for Supervision and Curriculum Development*
1701 K Street, NW
Suite 1100
Washington, D.C. 20006

Cost: *$3.50. (Any orders for $10.00 or less must be pre-paid. Schools' order for billings must have formal purchase order form and number.)*

40

Education Turnkey Systems. *A Guide for Implementing the Special Projects Evaluation Management System (SPEMS).* Washington, D.C.: Educational Turnkey Systems, Inc., 1975.

This is a three-volume program designed to develop skills in project management. Volume I is an overview intended to acquaint the reader with the SPEMS before the more technical aspects of the other volumes are treated. Volume II treats planning, preparation, and management, while Volume III deals with evaluation. In addition to detailed descriptions, forms, charts, and checklists for completing the management tasks are provided.

Order From: *Education Turnkey Systems*
1660 L Street, NW
Washington, D.C. 20036

Cost: $39.95. *(Three sets for $100.00.)*

41
Educational Improvement Center. *Management System.* A Training Program. Pitman, N.J.: Educational Improvement Center, n.d.

Through the use of overhead projection and hands-on activities, this training program is designed to give participants the knowledge and skill necessary to plan and carry out a comprehensive needs assessment in their school setting. It consists of three basic elements: formulating objectives, needs assessment, and management. Lecture with overhead projections and activities are used to develop objective writing skills. A detailed and comprehensive program in needs assessment is achieved by use of lecture with overhead projections and activities that include group planning, budgeting, self-evaluation, resource allocation, data gathering, analysis of data, and so on. Management training is similarly accomplished treating planning, scheduling, resource utili-

zation, and reporting. Training activities lean heavily on simulations and role playing.

Order From: *Educational Improvement Center*
Box 426
Pitman, New Jersey 08071

Cost: *$18.00 for the package.*

42
Educational Innovators Press. *Assessing Educational and Learner Needs*. Learning Package. Tucson, Ariz.: Educational Innovators Press, n.d.

This packet presents the steps in conducting a needs assessment. These include: identifying learner goals, assessing performance on the goals, and organizing to achieve goals not being reached. Four filmstrips and accompanying cassette tapes are used to present an overview and the three steps of the needs assessment procedure. A booklet on needs assessment is included.

43
_____. *Evaluating Educational Programs*. A Learning Package. Tucson, Ariz.: Educational Innovators Press, n.d.

Utilizing three filmstrips with accompanying cassette tapes, this packet describes a three-dimensional structure which can be used to identify variables related to behavior, instruction, and people who influence educational outcomes. A procedure for determining program effectiveness is presented, and a booklet on evaluation is included.

44

_____. *Management by Objectives*. A Learning Package. Tucson, Ariz.: Educational Innovators Press, n.d.

Through four filmstrips and accompanying cassette tapes, this packet presents a system for specifying objectives, implementing objectives-managed programs, and evaluating their impact. Two booklets on management by objectives are included.

45

_____. *Measurement Instruments and Proficiency Levels*. A Learning Package. Tucson, Ariz.: Educational Innovators Press, n.d.

This packet presents guidelines for developing or selecting techniques for measuring cognitive, affective, and psychomotor behavior. Guidelines for establishing realistic performance levels are provided. Four filmstrips and accompanying cassette tapes are included, along with manuals on coding and selecting test items and affective measures.

46

_____. *Preparing Performance Objectives*. A Learning Package. Tucson, Ariz.: Educational Innovators Press, n.d.

Skills in both writing and evaluating performance objectives are developed through eight filmstrips and cassette tapes. In addition to the commonly used elements--learner behavior, conditions, and criterion--learner variables, time, and prerequisites are explored. Booklets on writing objectives and on hierarchies for goals are included.

47

_____. *Preparing Process Objectives.* A Learning Package. Tucson, Ariz.: Educational Innovators Press, n.d.

This packet outlines the steps to be used in describing activities of administration, instructional management, and support in instructional programs. The performance objective model is used in dealing with these process objectives. Two filmstrips with tapes and one booklet on writing process objectives are included.

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P.O. Box 13052
Tucson, Arizona 85711

Cost: *Assessing Educational and Learner Needs, $75.00. (In addition to those accompanying the learning packages, booklets are available on evaluation design, case studies, proposal writing, and catalogs of objectives.)*
Evaluating Educational Programs, $55.00.
Management by Objectives, $75.00.
Measurement Instruments and Proficiency Levels, $75.00.
Preparing Performance Objectives, $155.00.
Preparing Process Objectives, $35.00.
(All requests should be written on a purchase order.)

48

Educational Systems Associates. *Needs Assessment Procedure Manual.* Austin, Tex.: Educational Systems Associates, Inc., 1974.

This is a manual designed to aid school administrators plan a needs assessment which when carried out will permit a determination of what schools should be doing that they are not doing. It is a detailed procedural manual for planning needs assessment and includes: an overview of needs assessment, suggestions for determining needs, suggestions for identifying resources, and a sample report of needs assessment. References are included.

49

_____. *Program Evaluation: Workbook and Training Manual.* Austin Tex.: Educational Systems Associates, Inc., 1974.

Designed to aid the professional educator in planning and evaluating projects and programs, this document focuses on the skills required to produce valid and reliable data for decision making. It covers the critical technique components of the comprehensive planning process. Included are an introduction to planning and sections on: performance objectives, general assessment techniques, assessment techniques for the affective domain, process objectives, monitoring systems, needs assessment, and evaluation. Exercises, activities, and assessments are provided for most sections.

Order From: *Educational Systems Associates*
300 E. Huntland Drive
Suite 235
Austin, Texas 78752

Cost: *Needs Assessment Procedure Manual*, $9.75.
Program Evaluation: Workbook and Training Manual, $19.50.

50

Educational Testing Service, Center for Statewide Educational Assessment. *Aspects of Educational Assessment*. Princeton, N.J.: Educational Testing Service, 1975.

In these papers, the authors come to grips with some of the most difficult problems of measurement. In one paper, Joan Knapp explores questions of defining and measuring self concept; in another, she examines some problems of measuring attitudes toward school. In both papers, the author comments extensively about the use and value of a number of instruments. Richard Jaeger's "primer" on sampling is a valuable resource presented with humor and imagination. Paul Campbell outlines testing strategies that take into account the relationship between learning conditions and achievement. John Fremer suggests ways to determine what should be measured, whether newly developed or existing instruments should be used, and what types of reports are needed. In the final paper of this volume, Nancy Bruno, Paul Campbell, and William Schabacker present a comprehensive guide for state assessment personnel.

Order From: *Educational Testing Service*
Princeton, New Jersey 08590
ATTN: Paul B. Campbell

Cost: $4.95.

51

_____. "Institutional Goals Inventory." Princeton, N.J.: Educational Testing Service, n.d.

This is a packet which includes the Institutional Goals Inventory form and instructions for its use; pamphlets by Richard E. Peterson on institutional goal consciousness, college goals and effectiveness, and the use of goals to face the current crisis of purpose in institutions of higher education; an article by Patricia Cross on goals for community colleges; and a report of institutions using the goals inventory. The inventory itself is designed to help colleges and universities define goals, set priorities, and give direction to planning. A summary of goals for higher education in California is included.

Order From: *Educational Testing Service*
College and University Programs
Princeton, New Jersey 08540

Cost: *IGI packet, $3.00; IGI booklets, $.35 each.*
Scoring and reporting service, $1.25/booklet scored. ($200.00 minimum per scoring.)

52

_____. *State Educational Assessment Programs.* Revision. Princeton, N.J.: Educational Testing Service, 1973. (Bethesda, Md.: ERIC Document Reproduction Service, ED 080 582.)

This publication has two major parts. A paper by Joan Beers, Pennsylvania Department of Education, and Paul Campbell, ETS, describes, analyzes, and interprets some of the significant portions of data collected in a second sur-

vey of the status of state educational assessment programs. The second part is a report of the assessment activities of each of the 50 states, the District of Columbia, Puerto Rico, and the Virgin Islands. Each report provides a standard description of the state's activities, the name, address, and telephone number of each individual interviewed and, where appropriate, a list of publications pertaining to the state's program. A copy of the interview guide is provided.

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P.O. Drawer O
Bethesda, Maryland 20014

Cost: *MF, $.65; HC, $6.58.*

53

_____. "Student Reactions to College." Princeton, N.J.: Educational Testing Service, 1974.

This is a packet including a self-administered questionnaire for eliciting student reactions to experiences or situations in community or junior colleges. A user's manual, instructions for administering the SRC, and information on a scoring service are included.

Order From: *Educational Testing Service*
Community and Junior College Programs
Box 2812
Princeton, New Jersey 08540

Cost: *Specimen set, $4.00; Booklets, $.35 each; Scoring and reporting service, $1.25 per booklet. ($350.00 minimum charge.)*

54
Educators Assistance Institute. "The Priority Counseling Survey." Santa Monica, Calif.: Educators Assistance Institute, 1972.

This is a compilation of questionnaires on career interests and counseling needs for junior and senior high school students done by Thomas W. Smith and Clarence D. Johnson. It is useful to anyone who is doing surveys where such questionnaires are needed. Follow-up materials on career choices are available from Educators Assistance Institute.

Order From: *Educators Assistance Institute*
2500 Colorado Avenue
Santa Monica, California 90406

Cost: *$.83 per student.*

55
Eve, Arthur W. *School Personnel Utilization.* A Learning Package. Washington, D.C.: National Cluster Coordination Center, United States Office of Education, n.d.

This training program consists of four major components: 1) an overview and a guide to the technical assistance training module on Communication/Information flow; 2) the communication processes and principles, with emphasis on how change can be brought about within the schools; 3) an educational and instructional package for administrators to use in examining communication in their schools and implementing necessary changes; and 4) administrator-oriented package on personnel development and utilization emphasizing establishing a helping relationship. All four packages contain questionnaires, readings, references, and diagrams to aid in the

teaching process, and cassette tapes on the basic elements of communication are provided.

Order From: *Dr. Raymond G. Melton*
Assistant Superintendent for Instruction
Newport News Public Schools
Newport News, Virginia 23607

Cost: *No cost at this time.*

56
Florida Department of Education. *Accountability: Related Bibliographies.* Tallahassee, Fla.: Florida Department of Education, September 1975.

Nine unannotated bibliographies are in this collection. Articles, dissertations, books, government publications, and unpublished material are included. The nine areas covered are: Criterion-Referenced Tests, Educational Accountability, Evaluation Criteria, Evaluation Methods, Evaluation Techniques, Functional Literacy/Illiteracy, Performance Criteria, Performance Specifications, and Program Effectiveness.

Order From: *Dr. James A. Kemp, Consultant*
Educational Information Services
Department of Education
409 Knott Building
Tallahassee, Florida 32304

Cost: *No cost. (Multiple requests honored.)*

57
Fox, Robert S.; Schmuck, Richard; Van Egmond, Elmer; Ritvo, Miriam; Jung, Charles. *Diagnosing Professional Climate of Schools.* Fairfax, Va.: NTL Learning Resources, Inc., 1973.

Through the Cooperative Project for Educational Development the NTL Institute for Applied Behavioral Sciences has devised a core package of tested instruments which can be used to measure key aspects of a school system's capabilities. This set of COPED instruments was selected as the most universally applicable. They cover areas of organizational problem-solving, staff responsibiiities, staff behaviors, staff resources, community involvement and diagnosis. A bibliography is included.

Order From: *NTL Learning Resources Corp., Inc.*
2817-N Dorr Avenue
Fairfax, Virginia 22030

Cost: *$7.00. (Add $1.00 for handling and postage.)*

58
Fresno City Unified School District. *Summary: PROJECT DESIGN, Educational Master Plan.* Fresno, Calif.: Fresno City Unified School District, 1969. (ED 038 775)

This is the first of three volumes which summarize the activities of PROJECT DESIGN, a project to develop an interagency planning model based on an assessment of needs in the Fresno area. Basic assumptions about the community and the future educational needs are outlined and a model that emphasizes alternative solutions to problems is presented. The document includes specific recommendations,

definitions of responsibilities, management options, and alternatives for Fresno education. PROJECT DESIGN produced 35 other documents on various aspects of the total assessment program. Most of these are also available in microfiche from ERIC.

Order From: *Fresno City Unified School District*
2348 Mariposa Street
Fresno, California 93707

Cost: *$4.00. (The other documents are available. Ask for a list and price quote or consult your ERIC library.)*

59
Garms, Walter I., and Smith, Mark C. *Development of a Measure of Educational Needs and Its Use in a State School Support Formula: Report on Study of the New York State School Support Formula.* Bethesda, Md.: ERIC Document Reproduction Service, 92 pages, 1969, ED 038 739.

The basic premise of this study is that public schools should operate positively to encourage quality of opportunity, since schools are able to affect achievement levels and rates of learning. The study, sponsored by the New York State Educational Conference Board, concerns the development of a measure of educational need and its use in a state school support formula in New York. Research was based on a sample of 45 school districts and suggests four variables: 1) the ratio of Negro and Puerto Rican students in the school, 2) the percentage of children from broken homes, (3) the average number of different schools the children have attended in the past three years,

and 4) the average number of years of schooling the parents have completed.

Order From: *ERIC Document Reproduction Service*
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Bethesda, Maryland 20014

Cost: MF, $.65; HC, $3.29.

60
Georgia Department of Education. "Needs Assessment Package." Atlanta, Ga.: Georgia Department of Education, 1974. (Mimeographed)

This manual is an introductory, utilitarian package for needs assessment. A procedure which utilizes community, professional, and student participation and provides an introduction to decision making is employed. The package is flexible in duration and can be used in projects requiring compliance with Title III requirements. Step-by-step operations are described, and samples of useful forms are provided. A bibliography is included.

Order From: *David Watts*
253 State Office Building
Atlanta, Georgia 30334

Cost: *No cost. (An "In-House" Publication. Not available for general use.)*

61
Haggart, Sue A., ed. *Program Budgeting for School District Planning*. Englewood Cliffs, N.J.: Educational Technology Publications, 1972.

The purpose of this book is to present various analytical concepts, methods, and techniques which may be used to generate information that will be useful to school district decision makers. Both cost and effectiveness considerations are treated, along with analytical frameworks that may be used to facilitate making comparisons among alternatives. Numerous examples and illustrations are provided to show how the analytical concepts and methods can be applied to typical school district program evaluation and planning problems.

Order From: *Educational Technology Publications*
140 Sylvan Avenue
Englewood Cliffs, New Jersey 07632

Cost: $11.95.

62
Hawaii State Department of Education. "Foundation Program Objectives for the Hawaii State Department of Education." Honolulu, Hawaii: Hawaii Department of Education, 1974.

The Foundation Program is designed to assure equal opportunities in education in Hawaii. This booklet contains eight Foundation Program objectives, with an explanation of each. Also included are related subobjectives with full explanations.

63
_____. *Hawaii Educational Assessment: A Manual of Guidelines for Development and Implementation of the Hawaii Department of Education Statewide*

Assessment System. Honolulu, Hawaii: Hawaii Department of Education, October 1974.

This manual presents a systems approach for a statewide assessment of learner performance. Included are: a discussion of the approach, definitions of terms, literature review, assessment guidelines, and examples of instruments and results. Designed for Hawaii, the manual is a useful reference for interested educators.

Order From: *Dr. Janet Sumida, Director*
Statewide Assessment
1270 Queen Emma Street, Room 801
Honolulu, Hawaii 96813

Cost: *No cost. (Limited number available.)*

64
Helper, John W. *An Assessment of Learner Needs in Colorado, School Year 1970-71.* Denver, Colo.: Colorado State Department of Education, 1971. (Bethesda, Md.: ERIC Document Reproduction Service, ED 068 514.)

Two types of information are reviewed in this report: 1) descriptions of some educational outcomes commonly desired in Colorado, and 2) descriptions of student performance on an assessment inventory administered in the spring of 1971. Interpretations of these statewide findings should be made by local district personnel in terms of specific objectives for their school programs.

Order From: *Colorado Department of Education*
Denver, Colorado

Or From: ERIC Document Reproduction Service
P.O. Drawer O
Bethesda, Maryland 20014

Cost: MF, $.65; HC, $6.58; AF, $.26;
IM, $1.00.

65
Hively, Wells., ed. *Domain-Referenced Testing.* Englewood Cliffs, N.J.: Educational Technology Publications, 1974.

This book consists of three parts, with separate articles constituting each part. All articles have bibliographies, and most have charts, graphs, and/or illustrations. Part One addresses the basic ideas of domain-referenced testing, Part Two deals with its applications and innovations, and Part Three offers comments on the articles in Parts One and Two, as well as some general observations on the state of the art. A listing of helpful sources completes the volume. In addition to the editor's contributions, such writers as Baker, Popham, Millman, Levine, and others are represented. (Contents of this book were printed originally in the June 1974 issue of Educational Technology Magazine.)

Order From: Educational Technology Publications
140 Sylvan Avenue
Englewood Cliffs, New Jersey 07632

Cost: $4.95.

66

Hoepfner, Ralph. *CSE/Elementary School Evaluation Kit: Needs Assessment.* Boston, Mass.: Allyn and Bacon, 1972.

This kit, though designed to be used primarily by the elementary school principal, can also be employed by other school administrators. The primary document of the kit, the Guidebook, is composed of one introductory chapter and four instructional chapters that describe the procedures a principal can use in determining a needs assessment program. The chapters and their appendices, along with other components included in the kit (goal cards and rating mats, questionnaires, independent goal rating forms and goal rating tally sheets), also contain the materials needed for implementing the recommended procedures. They are designed to supplement the principal's information system with a set of specific procedures and materials for gathering relevant information about the needs of his school and his students. Chapter 1 is the introductory chapter; Chapter 2 provides detailed step-by-step procedures for determining which educational goals should be examined. The special features of this chapter are methods for systematically obtaining the views of various interest groups regarding which goals are of primary importance. Chapter 3 describes the procedures for choosing among available published tests at the first, third, fifth, and sixth grade levels for almost all of the 145 goals and subgoals included in the kit. A compendium of tests organized by grade level and goal is included in Appendix B. Chapter 4 describes the procedures for procuring and administering tests efficiently, for determining the frequency of test administrations, and for organizing and interpreting the collected data for analysis. Chapter 5 details

procedures for selecting problem areas and goals that can be attacked with the greatest potential benefits to the students and to their school. This chapter also describes various methods and factors to consider in communicating the results of the evaluation to others, such as students, parents, teachers, superintendents, and school board members. Detailed appendices are included.

Order From: *Allyn and Bacon, Inc.*
Longwood Division
470 Atlantic Avenue
Boston, Massachusetts 02210

Cost: *No information available on cost.*

67

_____. *Report on the Field Testing of the CSE Elementary School Evaluation Kit: Needs Assessment.* Los Angeles: University of California, 1971. (Bethesda, Md.: ERIC Document Reproduction Service, ED 058 673.)

This report describes the field testing of an evaluation kit developed at the UCLA Center for the Study of Evaluation and tested during the 1970-71 school year. The kit itself is a self-instructional package that gives a principal all the procedures and materials needed to conduct an assessment of his school's educational needs. Data for the report were gathered by having participants fill out questionnaires after completing each of the five kit booklets. Questionnaires and their results are included in the report, as well as conclusions from the field testing and recommendations for changes in the kit prior to final publication.

Order From: ERIC Document Reproduction Service
P.O. Drawer O
Bethesda, Maryland 20014

Cost: MF, $.65; HC, $6.58.

68
Holmes School. *A System Design for Effective Education.* Mesa, Ariz.: Holmes School, July 1971. (Mimeographed)

This publication is divided into three parts, each one dealing with a different phase of needs assessment. Part I defines needs assessment and briefly discusses a system design for effective education. Part II focuses on the identification of generic needs of society, learners, and educators, and offers a method of reconciling goals and objectives with derived priorities. Part III centers on the needs of students at the Holmes School in the areas of reading, motor learning, arithmetic, and science. Two appendices include data for statement societal needs and a description of needs of learner learners model.

Order From: Beverly A. Cooper, Principal
Holmes Elementary School
948 E. Horne
Mesa, Arizona 85204

Cost: No cost. [Copy available for reproduction.]

69
Hostrop, Richard W. *Managing Education for Results.* Homewood, Ill.: ETC Publications, 1975.

This book is among the first concerned with both modern management principles and practices in education. The author builds a strong case for treating every knowledge worker as a manager. Though the book relies on clearly explained modern management principles and theories, it describes in clear language numerous examples of how to begin the management process in several areas of the knowledge industry (field of education).

Order From: *ETC Publications*
18512 Pierce Terrace
Homewood, Illinois 60430

Cost: $8.95.

70

_____, ed. *Foundations of Futurology in Education*. Homewood, Ill.: ETC Publications, 1973.

This is the first in a series of works published by ETC dealing with the future of education. It is designed to introduce educators to the thinking of futurists and to help them plan for the future rather than simply react to the present condition. The significance of futurists' thoughts and some of their basic tools of inquiry are treated as these are related to improving the educational effort. Writers such as Toffler, Shane, Cohen, Mitzel, and others are represented.

Order From: *ETC Publications*
18512 Pierce Terrace
Homewood, Illinois 60430

Cost: $8.95.

71
Instructional Objectives Exchange. *Attitude Toward School*. Revised Edition. Los Angeles: Instructional Objectives Exchange, 1972.

This is a revised collection of criterion-referenced objectives and related measuring instruments for determining attitudes toward school (K-12). Both self-report and observational indicators are provided, and self-report measures include direct as well as inferential types, inferential measures being those which are harder for a respondent to fake. Quality control and validation data are included.

72

_____. *Early Childwood Education*. Los Angeles: Instructional Objectives Exchange, n.d.

This is a collection of objectives and measurement devices designed to measure achievement in the arts, language arts, math and arithmetic skills, physical growth, science, and social and personal needs.

73

_____. *Knowledge and Attitude of Drug Usage 4-12*. Los Angeles: Instructional Objectives Exchange, 1973.

This booklet contains various attitude surveys and knowledge measurement scales covering both the cognitive and the affective domains and related to illicit drug usage. Divided into intermediate (grades 4-6) and secondary (grades 7-12) levels, each survey is preceded by a desirable objective. Direct and indirect measures are included, along with

measures on referrals to public agencies and ways of monitoring drug users. A planning information measure is also included.

74

_____. *Measures of Self Concept K-12.* Revised Edition. Los Angeles: Instructional Objectives Exchange, 1972.

Divided into primary, intermediate, and secondary levels, this collection of attitude surveys focuses on the child's perception of himself. Desirable objectives precede each survey; interpretive explanations of the tests are also included. Observational indicators for measurement by someone other than the child are provided.

Order From: *Instructional Objectives Exchange*
Box 24095
Los Angeles, California 90024

Cost: *$8.00 each. (Add 3% for postage and handling; sales tax.)*

75

Johns, Roe L. et al., ed. *Dimensions of Educational Need.* Gainesville, Fla.: National Educational Finance Project, 1969. (Bethesda, Md.: ERIC Document Reproduction Service, ED 036 007.)

The editors consider the problem of educational needs and the implications of educational need for school financing. Dimensions of need are defined in the following areas: early childhood, basic elementary education, secondary education, educational programs for

exceptional children, culturally deprived children, vocational education, community junior college education, and adult and continuing education. Also included are a discussion of the extended school year and an abstract of the research design for the National Educational Finance Project.

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P.O. Drawer O
Bethesda, Maryland 20014

Cost: *MF, $.65; HC, $9.87.*

76
Jones, G. Brian et al. *Evaluation...A Training Module.* Washington, D.C.: The National Cluster Coordination Center, United States Office of Education, 1973.

These training materials cover a wide range of topics, such as formulating a general evaluation approach, specifying product and process objectives, measuring outcomes, analyzing and synthesizing data, and using and reporting results. This module comes with an audio tape and 33 slides which introduce it. Tests and decision-making examples are included to measure understanding of the components of the module. Answer keys are provided. A simulation exercise runs throughout the latter part of the module to illustrate the development steps.

Order From: *Dr. Raymond G. Melton*
Assistant Superintendent for Instruction
Newport News Public Schools
Newport News, Virginia 23607

Cost: *No cost at this time.*

77

Jones, Reginald L. "Accountability in Special Education: Some Problems." *Exceptional Children* (May 1973): 631-42.

In this document, attention is first given to types of accountability. This is followed by a discussion of measurement problems, including measurement, objectives, special education, norms, limitations of standardized tests, and criterion-referenced measures. Recommendations for proper use of standardized tests with exceptional children are also offered. Statistical problems, such as multivariate and parametric methods, regression effects, difference scores and the measurement of change, are treated. Other aspects, such as special education accountability at the secondary level, accountability and current understanding of special education teacher characteristics and behavior, the potentially subversive effects which accountability may have on hard-to-assess objectives and theory development, and problems of attributing cause and effect in accountability are discussed. Finally, a position on directions for special education accountability is offered.

Order From: *The Council for Exceptional Children*
1920 Association Drive
Reston, Virginia 22091
ATTN: *Jan Goldstein*

Cost: *(New fee schedule available October 15, 1975.)*

78
Kaufman, Roger A. *Educational System Planning.* Englewood Cliff, N.J.: Prentice-Hall, Inc., 1972.

This book presents concepts and tools for determining what things should be accomplished before program implementation is begun. The emphasis is on planning what to do rather than doing what has been planned. In distinguishing between planning and doing, this book offers practical, simple guidelines. It approaches every plan from the same point of view--establish a proper identification of needs before anything else is considered. A blueprint of action based on accurate measurements eliminates premature conclusions, choice of a solution before the problem has been properly identified, and jumping to conclusions that overlook important aspects deeply affecting the desired outcome.

Order From: *Prentice-Hall, Inc.*
Englewood Cliffs, New Jersey 07632

Cost: $8.95. *(Add postage and handling.)*

79
Kinsaul, John M.; Dorne, William; and Jensen, Mary E. *A Summary of Findings and Recommendations for Curriculum Development Needs Assessment of the Educable Mentally Retarded.* Okeechobee, Fla.: By the Author, June 1973.

This summary is concerned with the services and resources available for the educable mentally retarded in Glades, Martin, and Okeechobee Counties in Florida. It is based on the 1972 study done in Baker, Bradford, and Union Counties and includes the forms used in

the assessment with the results of their study. Recommendations are made for programs, and listings of the places employing the mentally retarded are given.

Order From: *John M. Kinsaul*
Supervisor of Instruction
Okeechobee County, Florida

Cost: *No cost.*

80
Klein, Stephen P. et al. *Procedures for Needs Assessment Evaluation: A Symposium.* Los Angeles: University of California, May 1971. (Bethesda, Md.: ERIC Document Reproduction Service, ED 055 111.)

Topics presented at the symposium and treated in these papers include "Choosing Needs for Needs Assessment", "Selecting Tests to Assess the Needs", "Making Better Decisions on Assessed Needs: Differentiated School Norms", and "Allocating Resources by Subject Area". Also included is a list of 145 goals of elementary education from the Center for the Study of Evaluation, Elementary School Evaluation Kit.

Order From: *ERIC Document Reproduction Service*
P.O. Drawer O
Bethesda, Maryland 20014

Cost: *MF, $.65; HC, $3.29.*

81
Knight, Michael R. *Needs Assessment System: A Systematic Strategy for Conducting a Student-Oriented Needs Assessment Study.* Tallahassee, Fla.: Florida Department of Education, 1975.

Developed for use by local education agencies, the *Needs Assessment System* is a manual which presents an alternative strategy for conducting a comprehensive and systematic assessment of student needs as a basis for educational program planning. Section I of the *System* manual discusses the process of needs assessment in terms of its purpose, its elements and characteristics, its anticipated results, and its relation to comprehensive educational planning. Section II provides an introduction to and an explanation of the content and format characteristics of the *System.* The needs assessment system itself is presented in Section III and has been designed using the techniques of system analysis. It presents a generic set of subfunctions, tasks, and subtasks to be performed in order to accomplish the first function of a six step planning model. Alternative strategies and resources have been provided for each of the specified tasks and/or subtasks.

Order From: [Not available at the present time. Being field tested by the Florida Department of Education.]

82
Krebs, Robert E., and Stevens, Gail A. *An Assessment of Needs Related to the Education of Migrant Children in the State of Washington.* Toppenish, Wash.: Center for the Study of Migrant and Indian Education, 1971. (Bethesda,

Md.: ERIC Document Reproduction Service, ED 050 851.)

This study identifies the educational needs of migrant children and makes recommendations for programs to improve and equalize educational opportunities for these children in the State of Washington. Working with the thoughts of people of all ages, lay persons and educators generated guidelines for use by staff at the Center for the Study of Migrant and Indian Education in developing future programs, in training programs for bilingual paraprofessions, in "alternative" educational programs, in mobile facilities, in performance contracting, and in the use of educational vouchers. Lists of some migrant centers and service organizations in the U.S. are provided in the appendix.

Order From: *ERIC Document Reproduction Service*
P.O. Drawer O
Bethesda, Maryland 20014

Cost: *MF, $.65; HC, $3.29.*

83

Kuuskraa, Velo A. "Needs Assessment." Washington, D.C.: By the Author, 470 L'Enfant Plaza East, S.W., January 1971. (Mimeographed)

This discussion draft outlines one approach to conducting a child-oriented needs assessment within a local school system participating in Project TREND. Included in the draft is a discussion of needs assessment, an overview of the essential tasks in conducting a needs assessment, a description of the proposed strategy, a description of the methodology used, analysis of the outcomes, determining priority goals and

objectives, and translating the data derived for decision making and planning. The appendices include a sample needs assessment, a checklist for conducting needs assessment, worksheets and questionnaires.

Order From: *Lewin and Associates, Inc.*
470 L'Enfant Plaza East, S.W.
Suite 4100
Washington, D.C. 20024

Cost: *$3.80. (Cost of reproduction.)*

84

Londoner, Carrol. *A Diagnostic Procedural Model for Identifying Real Educational Needs.* Bethesda, Md.: ERIC Document Reproduction Service, 1967, ED 037 675.)

The Bloomington Hospital in Bloomington, Indiana, needed a more effective task group within the hospital's institutional framework. This study reports the results of a seven week period in which the investigator used the Bales Interaction Analysis Sheet and a form for evaluating group structure to observe department heads in their weekly conferences. The investigator's recommendations, a sample questionnaire, and the diagnostic instruments used are included in the report.

Order From: *ERIC Document Reproduction Service*
P.C. Drawer O
Bethesda, Maryland 20014

Cost: *MF, $.65; HC, $3.29.*

85
Lutz, Jack L. "NorBar Attitude Assessment Survey." Chico, Calif.: PACE Center, California State University, n.d.

Using this document, the educator can construct a survey instrument, administer it, process the data, and report the results. The survey produced will be based on items presented for the NorBar assessment procedure to measure attitudes of students in grades K-8 and can be accomplished at a nominal cost.

Order From: PACE Center
California State University
AJH Building, Room 100
Chico, California 95929

Cost: $2.50. (Add handling costs.)

86
Madison Public Schools. "Analysis of the Data." Report of Project East Area Study for Tomorrow (E.A.S.T.). Madison, Wis.: Madison Public Schools, March 1973. (Mimeographed)

This booklet provides a summary of data and information about the East Area schools from a variety of sources: parents, students, teachers, and other community members. Methods of collecting the information included both formal and informal techniques. Project E.A.S.T. data were used by a steering committee to determine priorities for the East Area schools, and a list of these priorities is included in the data analysis document. Further, a list of steering committee recommendations is provided.

87

_____. "Model for Needs Assessment." Report of Project E.A.S.T. Madison, Wis.: Madison Public Schools, n.d. (Mimeographed)

Intended to provide guidelines based on experience gained during project E.A.S.T., this report may be useful to people in similar high school attendance areas might wish to consult these before conducting a needs assessment without regular local funding. General suggestions and plans for conducting one and two-year assessments are provided.

88

_____. "Some Goals of Education." Report of Project E.A.S.T. Madison, Wisc.: Madison Public Schools, n.d. (Mimeographed)

This booklet contains a list of some goals of education developed by various groups from the East School attendance area. The goals have been written in terms of characteristics and skills which an adult should have in order to live a satisfying and productive life. Within each major goal are some specific objectives which might be measured after a student leaves the schools to live independently. Interview schedules for staff, teachers, students, parents, and citizens are also available.

89

_____. "Why A School?" Report of Project E.A.S.T. Madison, Wis.: Madison Public Schools, August 1973. (Mimeographed)

By addressing the question, Why A School? in conducting a needs assessment for the East

Area schools, multiple agencies who have an interest in the schools were involved. This is a report of how the various interest groups were involved, what was done during their involvement, and what resulted from their efforts. The document provides a good orientation to Project E.A.S.T.

Order From: *E.A.S.T. Area Director*
Madison Public Schools
545 W. Dayton Street
Madison, Wisconsin 57303

Cost: *$2.00 for the packet.*

90
Mager, Robert F. *Measuring Instructional Intent or Got A Match?* Belmont, Calif.: Lear Siegler, Inc./Fearon Publishers, 1973.

This book shows how to select or create test items that match the intent of your objectives. The author describes a procedure and offers examples and practice that will help to make the critical match between objectives and test items by which achievement of objectives can be measured. The book includes an Objective/Item Checklist and flowchart to use in checking test items. Using it one can take the first and fundamental step in determining the success of instruction.

Order From: *Fearon Publishers, Inc.*
6 Davis Drive
Belmont, California 94002

Cost: *$3.25. (Add $.50 for postage and handling.)*

91
Manion, Raymond C., and Weil, Nancy L. *Educational Needs in the State of Kansas, as Indicated by State Department of Education Staff*. Topeka, Kan.: Kansas State Department of Education, 1970. (Bethesda, Md.: ERIC Document Reproduction Service, ED 046 128.)

The professional staff of the Kansas State Department of Education answered a questionnaire survey in which they contributed 142 statements of educational needs and reported that 25 need studies had been conducted. Three areas of need reported are: 1) organizational reform, 2) definition of educational purposes, and 3) improvement of educational programs.

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P.O. Drawer O
Bethesda, Maryland 20014

Cost: MF, $.65; HC, $3.29.

92
Marvin, Michael D., and Ferderbar, Joseph. "Initiating District-Wide Curriculum Planning." Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Ill., 1974. (Bethesda, Md.: ERIC Document Reproduction Service, ED 094 455.)

This paper examines the steps and processes involved in initiating district-wide curriculum planning. The planning process itself is described, as well as the responsibilities for planning delegated to all those involved. A flowchart is provided to examine the relationships among various aspects of the curriculum planning process. Specific information

about the Neshaminy School District's efforts to implement this process is provided. Appendices include instructional objectives, criteria for using indicators of performance, and some data on the Neshaminy School District.

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P.O. Drawer O
Bethesda, Maryland 20014

Cost: MF, $.65; HC, $1.95.

93

McAshan, H.H., and Harrow, Anita. *Comprehensive Educational Planning, Implementation and Evaluation: A Systems Model for Educational Accountability.* New York: Carlton Press, Inc., 1975.

This text, based upon four years of experience and study of systems analysis and the use of performance objectives, includes discussions of: systems concepts; needs assessment planning; development of operational plans through systems analysis; strategy analysis; program implementation; context, process and product evaluation; recycling for program revision; and how to relate the systems developed to Planning, Programming, Budgeting, Evaluation Systems (PPBES). The book explores the step-by-step approach to each process and is a "how to do it" text.

Order From: *Carlton Press, Inc.*
84 Fifth Avenue
New York, New York

Cost: $7.95.

94
McCallon, Earl L., and McCray, Emajean. *Designing and Using Questionnaires.* Austin, Tex.: Learning Concepts, 1975.

This booklet is designed to aid the researcher in designing a questionnaire suited for his particular purposes, complete with detailed steps on constructing the parts in a way which will assure good responses. The advantages and the disadvantages of the questionnaire are discussed, along with such characteristics of a good questionnaire as attractiveness, length, topic, ordering of questions, and cover letter.

95
_____. *Planning and Conducting Interviews.* Austin, Tex.: Learning Concepts, 1975.

The interview is very useful as a research method for obtaining certain kinds of information from a set of correspondents. Competence in the techniques of interviewing requires experience and a basic knowledge of the theory. This book presents the different types of interview, their associated advantages and disadvantages, and the necessity for training the interviewer. A guide for planning and conducting an interview is presented as an aid for the researcher or the evaluator.

Order From: Learning Concepts
2501 N. Lamar
Austin, Texas 78705

Cost: $2.95 each.

96

McLure, William P., and Pence, Audra May. "Early Childhood and Basic Elementary and Secondary Education: Needs, Programs, Demands, Costs." Urbana: University of Illinois, 1970. (Bethesda, Md.: ERIC Document Reproduction Service, ED 054 842.)

In presenting the results of study 1, National Educational Finance Project, the authors give a cost analysis of operating expenses for a sample of school districts and Bureau of Indian Affairs for the regular scholastic year 1968-69 and the summer of 1969. Urban, suburban, and independent districts are included. Also included is a projection of needs for 1980 in terms of capital outlay necessary to operate effective educational programs. The report gives school population projections for 1970 and 1980 and includes 23 tables and four appendixes.

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P.O. Drawer O
Bethesda, Maryland 20014

Cost: *MF, $.65; HC not available from EDRS. (Available also from Bureau of Educational Research, College of Education, University of Illinois, Champaign, Illinois 61820.)*

97

Mercer, Jane R. *Evaluating Integrated Elementary Education: Technical Manual.* Report of Program Research in Integrated Multiethnic Education (PRIME). Riverside, Calif.: University of California, September 1973.

As a result of PRIME this manual was produced and it constitutes a program to evaluate the extent to which multi-ethnic elementary schools are achieving integrated educational programs. The emphasis is on assessing current status and charting future directions. The manual is complete with extensive reports on instruments, their characteristics, and results of their use; reports of the successes achieved during PRIME; sample questionnaires, profiles and data outputs from computer programs.

Order From: PRIME T-5
University of California
Riverside, California 92502

Cost: No cost. (Limited number of copies available.)

98
Merrill Area Public Schools. *Educational Needs Assessment: A First Step in Long-Range Planning.* Merrill, Wis.: Merrill Area Public Schools, 1973.

This is a handbook designed to answer questions about legislative requirements for needs assessment in the public schools. Two committees were set up--a Quality Assurance Committee and an Educational Needs Assessment Committee. The duties and responsibilities of these and their subcommittees are listed, and copies of each committee's report are included. Projections for the future are provided. Addenda include surveys, public addresses, senate bills, and goals.

76

Order From: Merrill Area Public Schools
1111 North Sales Street
Merrill, Wisconsin 54452

Cost: $7.50.

99
Miller, Donald R. *A Format for Specifying Need and/or Problem Relationships.* San Mateo, Calif.: County Board of Education, 1968.

This management tool is divided into ten parts. Items 1 and 2 can be used as a reporting instrument for the purpose of identifying problems perceived to exist. Items 3-8 can be used as a survey instrument to obtain essential data for analysis of problem relationships. Items 9 and 10 can be used to integrate relevant information and to determine the significance of problems. A glossary of terms is included.

Order From: SMERC
333 Main Street
Redwood City, California 94603

Cost: MF, $.50 plus mailing; Photocopy, $1.80 plus mailing. (Please use the number ID 002585 when ordering.)

100
Models for Planning: Analysis of Literature and Selected Bibliography. Series No. 5. Eugene, Ore.: University of Oregon, 1970. (Bethesda, Md.: ERIC Document Reproduction Service, ED 043 114, EA 003 059.)

This review analyzes current research trends in the application of planning models to broad educational systems. Planning models reviewed include systems approach models, simulation models, operational gaming, linear programming, Markov chain analysis, dynamic programming and queuing techniques. An extensive bibliography is included:

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P.O. Drawer O
Bethesda, Maryland 20014

Cost: MF, $.25; HC, $.95.

101
Mullen, David J., and Mullen, Rosemary C. *A Principal's Handbook for Conducting a Needs Assessment Using the School Program Bonanza Game.* Athens, Ga.: Georgia Association of Elementary School Principals, GAE, and The University of Georgia Bureau of Field Services, Fall 1974.

Needs assessment as market analysis is the theme of this approach, i.e., you will not sell a program; no one is buying. This handbook describes in detail the administration and use of a game designed to help anyone who is conducting a needs assessment with the planning details, the implementation details, details of analysis and cost accounting, and details of getting parents and students involved in assessment. In simple terms, bothersome topics, such as public relations, work committees, data processing, and negotiating are treated through the game approach. References and appendices constituted by such needs assessment products as the needs assessment report are provided.

Order From: David J. Mullen, Professor
Bureau of Field Studies
College of Education
University of Georgia
Athens, Georgia 30602

Cost: Handbook, $5.00; Complete game, $105.00. (A scoring service is available.)

102

The N.C. Kephart Glen Haven Achievement Center. *Psycho-Motor Needs Assessment of Virginia School Children.* Richmond, Va.: The Virginia State Department of Education, November 1973.

In an effort to assess psychomotor needs among Virginia school children, this study focused on children in Kindergarten through grade 4 and in special primary classes for the educable mentally retarded. The first four chapters contain an introduction to the project, a discussion on the selection and development of psychomotor assessment measures, information on the collection of data, and the method of data analysis. The remainder of the book contains charts, tables, and appendices which interpret the data collected. A reference list is also included.

Order From: Federal Program Office
State Department of Education
Richmond, Virginia 23216

Cost: No cost.

103

National Study of School Evaluation. "Evaluation Guidelines for Multicultural-Multiracial Education." Arlington, Va.: National Study of School Evaluation, 1974.

The result of a NSSE project to produce instruments for measuring a critical area of American education, attitudes toward various cultures and program resources directed to cultural education are surveyed by the "guidelines." Designed as a resource rather than an instrument, per se, these guidelines enable one to determine how well school practices meet school, student, and community needs; how well practices conform to school objectives; and the extent to which practices fulfill school commitments. Nine instruments on school commitments and resources, a study opinionnaire, and a teacher opinionnaire are included.

104

_____. "Student Opinion Inventory." Arlington, Va.: National Study of School Evaluation, 1974.

This package contains a survey for getting student opinion on the school's instructional program. A manual with instructions for administering, scoring, and interpreting data is provided along with reliability and validity data on the opinionnaire.

Order From: *National Study of School Evaluation*
2201 Wilson Boulevard
Arlington, Virginia 22201

Cost: *Evaluation Guidelines for Multicultural-Multiracial Education, $5.00*
Student Opinion Inventory, $1.50.
(All orders under $10.00 must be prepaid.)

105
Nevada Department of Education. *Comprehensive Planning Model for Educational Programs.* Carson City, Nev.: Nevada Department of Education, 1973.

This document provides information about planning and evaluation within the Nevada Department of Education and presents a comprehensive planning model which can be applied at any level of operation in an enterprise. Diagrams and flowcharts are included.

106
_____. *Evaluation Guidelines.* Carson City, Nev.: Nevada Department of Education, July 1973.

The guidelines presented are intended to serve as a practical reference manual to provide assistance in the evaluation of learner performance. A general overview is included along with chapters on evaluation design and implementation, measurement of objective attainment, reporting, and recycling. A glossary and an appendix on testing procedure are included.

107

_____. *Needs Assessment Guidelines.* Carson City, Nev.: Nevada Department of Education, June 1973.

Beginning with a needs assessment model, this booklet examines the three simultaneous sets of activities in needs assessment: learner, society, and program. Various phases and requirements under each set are discussed individually and as each relates to the others.

108

_____. *1973-1974 Nevada Needs Assessment.* Carson City, Nev.: Nevada Department of Education, May 1975.

This document lists specific state level performance objectives used in the spring and fall testing for needs assessment. Both cognitive and affective measures were made in fall and spring on the same students. The performance objectives are followed by the appropriate pretest and posttest comparisons, with appropriate comments made on some comparisons.

109

_____. *Posttest Data Summaries.* Carson City, Nev.: Nevada Department of Education, March 1975.

This document presents a summary of the data collected in the spring cognitive posttests and affective postsurvey assessing cognitive areas, attitudes toward school, and self concept. The posttest summaries deal with the same selection of students cited in the pretest data summary. Cognitive areas assessed

include reading vocabulary, reading comprehension, arithmetic concepts, and arithmetic applications. A glossary is included.

110

_____. *Pretest Data Summaries.* Carson City, Nev.: Nevada Department of Education, March 1974.

Results of fall cognitive pretests and affective presurveys which were used to investigate statewide attitudes toward school and self concept are presented in this report. Also of concern was the relationship of these attitudes and concepts to cognitive achievement. The information is given in the form of charts representing results of testing of a stratified selection of students from all seventeen of Nevada's school districts and in grades 3, 5, and 7. A glossary is included.

Order From: *Department of Education*
Planning and Evaluation Design
Carson City, Nevada 89701
(All documents)

Cost: *No cost.*

111

New Jersey Department of Education. *Comprehensive Planning in Education: A Planning Handbook for School Districts.* Trenton, N.J.: New Jersey Department of Education, April 1974.

This handbook represents the response by the Bureau of Planning in New Jersey to the demands for more information about comprehensive planning models and needs assessment techniques.

The first section of the handbook represents an overview of the comprehensive planning process and attempts to answer some general questions about the process. The second section reviews the components of the planning process in greater detail defining and clarifying each phase and its relationship to the whole. The final section of the handbook contains a glossary of common terms in educational planning.

112

_____. *Needs Assessment in Education: A Handbook for School Districts.* Second Printing. Trenton, N.J.: New Jersey Department of Education, December 1974.

This handbook is divided into five sections with an introduction. The first section deals with a planning overview explaining the what, how, and why of comprehensive planning. The second section is a needs assessment overview dealing with rationale and results. The third section provides a comparison of some well-known assessment summaries, characteristics, and criteria for selection of the models. The fourth section focuses on who is involved, what takes place, and what happens after the needs assessment is completed in each model, and the last section is an appendix, containing a list of definitions from each model, questions, and a bibliography.

113

_____. *Goal Development: A Planning Handbook for School Districts.* Trenton, N.J.: New Jersey Department of Education, August 1974.

This handbook is divided into five sections and an introduction. The first section describes a seven-step comprehensive planning process emphasizing goal development. The second section carries through the process of goal development keying on what goals are, how they are developed, and how they are used. Examples of goals are provided. The third section describes three types of models for goal development: conference, interview, and survey. The fourth section deals with managing goal development activities through an advisory body. Choosing activities, sample activities, and reports are treated. The appendix contains guidelines for discussions and recording as well as a bibliography.

Order From: *New Jersey Department of Education*
Division of Research, Planning & Evaluation
5th Floor - Room 531
225 W. State Street
Trenton, New Jersey 08625

Cost: *Comprehensive Planning in Education: A Planning Handbook for School Districts, $2.00.*
Needs Assessment in Education: A Handbook for School Districts, $2.00.
Goal Development: A Planning Handbook for School Districts, $2.50.

114
New Mexico State Department of Education. *A Needs Assessment Process Guide.* Santa Fe, N.M.: New Mexico State Department of Education, n.d.

This document contains an overview of needs assessment, its tasks, and agents responsible for tasks. Strategic steps and criteria for executing them are included. Questions about design, data analysis, priorities, and evaluation are treated. Appendices include numerous general and special instruments and a state resource directory.

Order From: *Evaluation Unit*
New Mexico State Department of Education
Santa Fe, New Mexico 87503

Cost: *No cost.*

115

Nichols, Jerry L. "Needs Assessment." Iowa City, Iowa: Westinghouse Learning Corporation, n.d., Monograph Series No. 2.

This monograph offers a brief description of an educational management process which begins with setting goals. Needs assessment as an ongoing process is presented along with factors which ultimately determine how a needs assessment might be carried out. Several techniques for determining and ranking goals are mentioned, along with some suggestions about altering a needs assessment.

Order From: *Westinghouse Learning Corp.*
P.O. Box 30
Iowa City, Iowa 52240

Cost: *No cost.*

116
Nivette, James D. *A Rationale and Methodology for Designing Logical Evaluations for School Programs*. Los Angeles: Los Angeles County Schools, 1969. (Bethesda, Md.: ERIC Document Reproduction Service, ED 036 830.)

Educational evaluation and design are discussed, with emphasis on five essential steps in evaluation. Two tables which present alternative methods of simple evaluation procedure designs are included. The development of objectives is also discussed. Five evaluative designs are touched upon, and a list of standardized tests is included. Lastly, a statistical refresher and a glossary are included.

Order From: *ERIC Document Reproduction Service*
P.O. Drawer O
Bethesda, Maryland 20014

Cost: *MF, $.25; HC, $1.25.*

117
North Carolina Department of Education. *Handbook for Planning in Local School Systems*. Raleigh, N.C.: North Carolina Department of Education, 1976.

This handbook, part of a complete package on management, consists of selected chapters from the North Carolina Comprehensive Educational Planning System and Training Program which was developed by the American Management Association. The chapters included are "Introduction to Planning", "Situation Analysis", "Beliefs, Resources, Policies", "Organization", "Problems, Strengths and Weaknesses", "Evaluation", "Environmental Assumptions", "Mission",

"Continuing Objectives", "Specific Objectives", "Strategies", "Action Plans", "Bibliography".

Order From: *Division of Planning*
North Carolina Department of Public Instruction
Room 524
Education Building
Raleigh, North Carolina 27611

Cost: *$2.50. (The third edition will not be available until July 1, 1976.)*

118

Northwest Regional Educational Laboratory [For the Oregon State Department of Education]. "Assessing Career Needs of Learners, Grade 8." Portland, Ore.: Oregon State Department of Education, 1974.

Designed to be one assessment device, this material contains forms for student self-assessment on careers, school attitudes, and perceptions of knowledge and skills. It can be used as is or modified to suit a district's purposes. A survey evaluation form is included.

119

_____. "Assessing Career Needs of Learners, Grade 12." Portland, Ore.: Oregon State Department of Education, 1974.

Designed to be one assessment device, this material contains forms for student self-assessment on careers, school attitudes, and perceptions of knowledge and skills. It can

be used as is or modified to suit a district's purposes. A survey evaluation form is included.

Order From: *R.B. Clemmer, Coordinator*
Planning and Program Evaluation
942 Lancaster Drive NE
Salem, Oregon 97310

Cost: *No cost. (Current supply is very limited with no plans to produce more copies.)*

120
Ohio Department of Education. *Needs Assessment Guidelines.* Columbus, Ohio: Ohio Department of Education, n.d.

This publication has been developed to assist school district staff members in planning and conducting a needs assessment. Suggestions for implementation of the following procedural steps are included: 1) establish a needs assessment committee; 2) prepare statements of educational goals; 3) conduct a survey to determine perceived educational needs; 4) assign priorities to perceived educational needs; 5) set desired levels of student achievement on perceived needs of top priority; 6) ascertain actual status of student achievement; 7) compare actual status with desired levels of student achievement; and 8) assign priorities to educational needs. Appendices on activities, worksheets, and sampling are included.

121
_____. *Ohio's Statewide Needs Assessment.* Columbus, Ohio: Ohio Department of Education, n.d.

This booklet considers the reasons for, and the questions that often accompany, needs assessment. A basic explanation of Ohio's needs assessment program--what it is and what it is not--begins this booklet. Details on instrumentation and surveying for the Ohio assessment plan follow, along with a section on the planned analysis of data.

Order From: *Ohio Department of Education*
Bureau of Planning & Evaluation
Room 804
65 S. Front Street
Columbus, Ohio 43215

Cost: *No cost.*

122
Oklahoma State Department of Education. *Evaluation Book 1: A Manual for the Third Phase of Oklahoma Accountability.* Oklahoma City, Okla.: Oklahoma State Department of Education, 1975.

Produced by the Oklahoma Department of Education to aid school districts, this manual briefly covers the accountability movement in Oklahoma, evaluation and ideas about how teachers evaluate. Examples of teacher evaluation techniques are given along with ideas about how administrators use evaluation information.

123
_____. *Oklahoma Statewide Assessment: Needs Assessment Phase IV.* Oklahoma City, Okla.: Oklahoma State Department of Education, 1974.

This report presents a review of previous phases of the Oklahoma assessment and presents

the 1974 assessment results. Recommended actions are made which apply to the Department of Education, local districts, and professional educators.

Order From: *Oklahoma State Department of Education*
Oliver Hodge Education Building
Oklahoma City, Oklahoma 73105

Cost: *No cost.*

124

Pennsylvania State Department of Public Instruction. *Proceedings of the State Advisory Committee on the Assessment of Educational Quality.* King of Prussia, Penn.: Research Information Services for Education, 198 Allendale Road, 1968. (Bethesda, Md.: ERIC Document Reproduction Service, ED 081 787.)

Proceedings of the first meeting of the State Advisory Committee of the Pennsylvania Bureau of Quality Educational Assessment are provided. Concerns of the Committee were related to the sampling procedure of April 1968 testing.

Order From: *ERIC Document Reproduction Service*
P.O. Drawer O
Bethesda, Maryland 20014

Cost: *MF, $.65; HC, $3.29.*

125

Phi Delta Kappa National Study Committee on Evaluation. *Educational Evaluation and Decision*

Making. By Daniel L. Stufflebeam, Chairman. Itasca, Ill.: F.E. Peacock, Inc., 1971.

This book is organized to respond to objectives generated by considering five problems raised by evaluations and to present solutions to these problems. In Chapter 1 the five problems are explicated. Chapters 2 through 6 examine the problems in detail and offer some preliminary ideas for dealing with them. In the next chapter, a new model for evaluation is presented based on the problems and ideas already developed. Operational guidelines for implementing the new model are presented in Chapters 8 and 9. Chapter 10 analyzes the roles and training needs of evaluators and the final chapters address some unresolved issues and outlines the next steps in dealing with the problems and issues of evaluation.

Order From: *F.E. Peacock Publishers*
401 W. Irving Park Road
Itasca, Illinois 60142

Cost: *$10.50. (Add shipping cost.)*

126
Phi Delta Kappa Teacher Education Project on Human Rights. *A Guide for Improving Public School Practices in Human Rights*. Bloomington, Ind.: Phi Delta Kappa, Inc., 1975.

This guide contains ideas, materials and suggested practices which public schools have found helpful in human relations and citizenship education. Covered are the human rights concept, responsibilities of administrators, methods of increasing teacher competency in the human rights field, material for study, curriculum ideas, and student behavior. Case

studies illustrate points, and techniques of identifying individual and short practices on each area of the PDK Human Rights creed are provided. Appendices include: a student rights inventory, an attitude scale for teachers and administrators, annotated and unannotated bibliographies, and a list of audiovisual materials.

Order From: *Phi Delta Kappa*
Eighth and Union
Bloomington, Indiana 47401

Cost: *$3.00.*

127

Popham, W. James. *Objectives-Based Management Strategies for Large Educational Systems.* Paper presented at the American Education Research Association Annual Meeting, Chicago, Ill., April 3-8, 1972. (Bethesda, Md.: ERIC Document Reproduction Service, ED 062 712.)

This speech analyzes the critical ingredients of an objective-based management system for: (1) goal determination, decisions regarding the direction of the educational enterprise; (2) progress monitoring, the formative evaluation of the system's enroute success in attaining its goals; and (3) output appraisal, the summative evaluation of the system's effectiveness. Several empirical studies conducted at the University of Los Angeles Instructional Objectives Exchange are related to these three phases of large-scale educational management.

Order From: *ERIC Document Reproduction Service*
P.O. Drawer O
Bethesda, Maryland 20014

Cost: *MF, $.65; HC, $3.29.*

128

Program Development Center of Northern California. *Educational Goals and Objectives: A Model Program for Community and Professional Involvement.* Bloomington, Ind.: Phi Delta Kappa, Inc., 1974.

This is a complete training package which provides a series of strategies for use by a school district in developing community-ranked goals and teacher-developed objectives using the best current information and practice. Provision is made for community involvement, involvement of professional staff, and involvement of students in 1) ranking educational goals in order of importance; 2) assessing how well current educational programs are meeting these goals; and 3) development of program level performance objectives to meet the priority-ranked goals. A model, rationale, and explicit directions for success of the program are included. Sample letters, goal sheets, and test items are also included, along with a a Goal Ranking Game.

129

_____. *A Programmed Course for the Writing of Performance Objectives.* Bloomington, Ind.: Phi Delta Kappa, Inc., 1974.

This document is designed to serve as an independent workbook to be used in conjunction with a four-week series of independent and group activities. The booklet employs the principle of immediate reinforcement with small segments of learning. A question is given, and the appropriate answer is provided on the next page. Quite a few of the questions involve applications, requiring the learner to deal with real-life educational situations and crises.

Order From: *Phi Delta Kappa, Inc.*
P.O. Box 789
Bloomington, Indiana 47401

Cost: *Educational Goals and and Objectives: A Model Program for Community and Professional Involvement; $70.00. (Add postage and taxes.)*
A Programmed Course for the Writing of Performance Objectives; $1.00.

130

Project QUIC. "Project QUIC Needs Assessment Survey." Erie, Pa.: By the Author, 1610 W. Grandview Blvd., 1971.

This survey consists of 303 statements covering student, teacher, and administrative responsibilities, as well as school curriculum. The respondent, one of the responsible agents or or a community member, is asked to 1) determine if the statement is a "need", 2) state whether he/she feels the need is being met by the school, and 3) state, in his/her opinion, how well the school is meeting the need.

Order From: *Dr. Jack Jarvie, Director*
SCORE Title III Office
1610 W. Grandview Boulevard
Erie, Pennsylvania 16509

Cost: *No cost. (Supply limited.)*

131

Provus, Malcolm. *Discrepancy Evaluation for Educational Program Improvement and Assessment.* Berkeley, Calif.: McCutchan Publishing Corp., 1971.

This book contains the critical contributions of several evaluation specialists and directors of educational research efforts throughout the country. A Discrepancy Evaluation Model is presented which calls into question the exclusion of an experimental design as an evaluative program. The model incorporates both the case study method and experimental design, as well as other disciplined techniques, and presumes values not statistics to be the source of evaluations. Charts, graphs, flowcharts and form examples are included.

Order From: *McCutchan Publishing Corp.*
2526 Grove Street
P.O. Box 774
Berkeley, California 94701

Cost: *$11.75. ($8.75 when 10 or more copies are ordered.)*

132

Pyatte, Jeff A.; Breivogel, William F.; and Durall, Edwin P. *Introduction to a Needs Assessment System.* A Complete Training Program. Pensacola, Fla.: Educational Research and Development Center, The University of West Florida, 1975.

Produced for the Florida Research and Development Program, Florida Department of Education, this is a complete training program

designed to enable the trainee to use a particular needs assessment system. The program represents completion of the second phase of a three-phase Needs Assessment Development Project being carried out by the Florida Department of Education. Instructor's manuals, booklets, simulations, evaluations, and audio tapes are included. The program is designed for completion in 13 hours as well as to be simple, interesting, and unusual.

Order From: *(Not available at the present time. Being field tested by the Florida Department of Education.)*

133

Ribble, Susan Ketchum. *State Goals for Elementary and Secondary Education.* Report No. 4. Denver, Colo.: Colorado Department of Education, 1973.

Revised in September 1973, this booklet includes formal and tentative goal statements written by several state education agencies and listed by state. The goals were obtained by a survey conducted by the State Educational Accountability Repository (SEAR), a program of the Cooperative Accountability Project (CAP) which is administered by the State of Colorado.

Order From: *State Educational Accountability Repository*
Wisconsin Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

Cost: *No cost.*

134
Roberson, E. Wayne, ed. *Educational Accountability Through Evaluation*. Englewood Cliffs, N.J.: Educational Technology Publications, 1971.

This collection of six articles was written to answer some major questions about the effectiveness, preparedness, and relevancy of today's education. The articles are developed from papers presented at the Accountability Through Evaluation Institute held in Tucson, Arizona in 1970. An article by Wickline on accountability gives a general overview of the evaluation of education programs. One by Armstrong, Cornell, Kraner, and Roberson focuses on the EPIC Scheme for evaluation and is followed by an article on Cornell's application of the EPIC Systematic Approach to Needs Assessment. In the next article Bachelor discusses utilization of a Planning-Programming-Budgeting System in allocating resources to educational needs. Mayrhofer then describes the concept of performance contracting. The developing role of educational auditor in the ESEA Title VII and Title VIII programs is discussed by Kraner in the last article.

Order From: *Educational Technology Publications*
140 Sylvan Avenue
Englewood Cliffs, New Jersey 07632

Cost: $3.95.

135
Rookey, T. Jerome. *Project NAMES Workbook*. East Stroudsburg, Pa.: East Stroudsburg State College, May 1975.

The criteria for Project NAMES needs assessment model were that it 1) be inexpensive,

2) be locally oriented, and 3) be locally manned. Two basic components make up the model: 1) a cross-sectional coordinating body and 2) a local, mailed survey. The model was developed by pilot testing a system for a two-year period. Since its completion it has been successfully used by several districts in Pennsylvania and New Jersey.

Order From: *Dr. T. Jerome Rookey*
Educational Development Center
East Stroudsburg State College
East Stroudsburg, Pa. 18301

Cost: *No cost.*

136
Sabine, Creta D., ed. *Accountability: Systems Planning in Education.* Homewood, Ill.: ETC Publications, 1973.

This book is a collection of papers which describe how to implement a humane accountability system in the classroom, school, district office, state office, the community college or the university. Explicit solutions to a wide range of problems facing practicing and potential administrators are presented. Suggestions for achieving effective planning, programming, and budgeting make up an important part of the work.

Order From: *ETC Publications*
18512 Pierce Terrace
Homewood, Illinois 60430

Cost: $8.95.

137
Schrodi, Tom et al. *Career Educational Pilot Project.* Orange County, Calif.: Orange Unified School District, n.d. (Bethesda, Md.: ERIC Document Reproduction Service, ED 074 271.)

Outcomes of a needs assessment for Consortium Pilot Project in career educat on for grades K-14 are summarized. Through questionnaires and surveys, teachers, students, parents and people from 150 service agencies in the communities contributed to the findings on career education.

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P.O. Drawer O
Bethesda, Maryland 20014

Cost: MF, $.65; HC, $6.58.

138
South Carolina Department of Education. *Catalyst: Alternative Methods of Conducting a Needs Assessment.* Columbia, S.C.: South Carolina Department of Education, January 1975.

The first chapter of this document gives a brief outline of the purposes and methods of conducting needs assessment. In the second chapter requirements for district needs assessment, contained in the Defined Minimum Program are reviewed and various services available from the State Department of Education to help meet these requirements are presented. The third chapter describes how three South Carolina districts, one small, one medium, and one large, used their needs assessment as part of the planning process. Reports of procedures and outcomes of two school district

needs assessment models from other states (Dallas, Texas, and San Bernadino, California) are presented in the fourth chapter. The fifth chapter contains detailed descriptions of a combination of needs assessment procedures from other parts of the country and from current literature on the subject. A bibliography is included.

Order From: *Education Products Center*
Room 1208
Rutledge Building
Columbia, South Carolina 29201

Cost: *No cost at present time.*

139

A *Survey for the Brevard County School Districts.* Titusville, Fla.: Superintendent of Schools, Brevard County School Board, 1974.

This survey instrument, developed by the Brevard County School Board, Florida, is an adaptation of the Phi Delta Kappa instrument. It consists of two parts: 1) a ranking of goals and 2) a rating of the level of performance of current school goals. Directions and questions eliciting biographical data are included.

Order From: *Mr. Van Savell*
Assistant to the Superintendent
for Communications
3205 South Washington Avenue
Titusville, Florida 32780

Cost: *$.25 per copy.*

101

140

Tacoma Public Schools and the Tacoma Council of P.T.A. *Education for the 70's: A Survey of Community Opinion about the Tacoma Public Schools*. Tacoma, Wash.: Tacoma Board of Education, May 1971.

This study was designed to produce a needs assessment to aid in preparing for the educational demands of the next decade. The purpose and the procedures are briefly discussed, with most of the document being devoted to results of the study as they relate to nearly 50 concerns. Copies of the correspondence and questionnaires used in the study are provided.

Order From: *Evaluation Office*
Tacoma Public Schools
P.O. Box 1357
Tacoma, Washington 98401

Cost: *$5.00.*

141

Taylor, Elaine N.: Vineberg, Robert; and Goffard, James S. *Procedures for Surveying School Problems: Some Individual, Group, and System Indicators*. Alexandria, Va.: Human Resources Research Organization, 1974.

Both descriptive and technical information on two questionnaires designed to obtain information about potential problems which may be amenable to treatment by mental health services are presented in this manual. Part I describes the instrument, their uses, and ways of analyzing and interpreting the data they generate.

Part II contains technical data on the instruments which indicate a high degree of reliability and good face validity. Detailed appendices on hand and machine computations are provided.

Order From: *HUMRRO*
300 N. Washington Street
Alexandria, Virginia 22314

Cost: *$3.45. (Orders under $5.00 must be prepaid.)*

142

Tempkin, Sanford. "Comprehensive Planning for School Districts." Paper presented at the American Educational Research Association, Minneapolis, Minn., March 1970. (Bethesda, Md.: ERIC Document Reproduction Service, ED 041 389.)

This paper describes an approach to school district planning that examines overall objectives, ongoing operations, values, performance criteria, performance outcomes, and cost. The method utilizes seven general data files to assess school district activities in terms of educational and economic criteria. These files consist of: three structural sets (overall objectives, activity definitions, and activity coefficients) and two parameter sets (performance outcomes and costs). Key concepts are defined so that managers can process the data files to obtain desired evaluations. Assumptions implicit in the approach, as well as those implicit in the model's structure, are briefly discussed.

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Cost: MF, $.25; HC, $.70.

Order From: Research for Better Schools
1700 Market Street
Suite 1700
Philadelphia, Pennsylvania 19103

Cost: $.60.

143

_____. *An Evaluation of Comprehensive Planning with an Annotated Bibliography.* Philadelphia, Pa.: Research for Better Schools, Inc., September 1970.

The ideas and methods in contemporary literature on comprehensive planning are briefly treated in the first section of this document. In the second, a lengthy annotated bibliography on current planning literature, categorized according to topic-process, system-wide planning, system characteristics, and politics, community, and communication is provided. The bibliography is indexed by author and subject.

Order From: Publications Office
Research for Better Schools
1700 Market Street
Philadelphia, Pennsylvania 19103

Cost: $3.00.

144

Tempkin, Sanford; Marvin, Michael D.; DeLorne, Hsuan; and Demby, Herbert. *Handbook of Comprehensive Planning in Schools.* Englewood Cliffs, N.J.: Educational Technology Publications, January 1975.

This is an instructional module which employs self-designed measuring instruments to introduce the learner to comprehensive planning and to help school personnel assess both grade and building level strengths and weaknesses. The focus is on developing skills for assessing and improving existing curriculums. The module covers everything from the actual development of indicators to a detailed explanation of a data processing system for scoring and summarizing results. Also included is useful information on the development of a budget, reproduction of materials, and establishment of time lines for specific activities.

Order From: *Educational Technology Publications*
140 Sylvan Avenue
Englewood Cliffs, New Jersey 07632

Cost: $9.95.

145

Texas Education Agency. *Education Needs Assessment: A Statewide Design for Texas.* Austin, Tex.: Texas Education Agency, 1973.

This document provides the general framework of needs assessment activities in Texas. Flowcharts and step-by-step methods for assessing pupil needs and for establishing a framework for coherent educational needs assessment are included. A list of TEA resource

agencies and the services they provide is included. A chart depicting the long-range plan for needs assessment (1967-1975) is also provided.

Order From: *Division of Program Planning and Need; Assessment*
Texas Education Agencies
201 E. 11th
Austin, Texas 78701

Cost: *No cost.*

146

Tucson Public Schools. *A Glossary of Terms Used by the Educational Management Project.* Tucson, Ariz.: Tucson Public Schools, December 1971.

This is a referenced glossary of terms used during training in the Educational Management Project.

147

_____. *An Inservice Training Manual for Educational Administrators.* Inservice Training Manual for the Educational Management Project. Tucson, Ariz.: Tucson Public Schools, 1974.

This is a three-part training program on decisions and management, needs assessment, and goals and objectives. Designed to be used with the Educational Management Project, these materials are complete with instructor's guide, participant materials, and posttests. Seventeen two-and-one-half-hour sessions are devoted to the three topical areas.

148

_____. *1973-1974 Project Description.* A Description of the Educational Management Project. Tucson, Ariz.: Tucson Public Schools, 1974.

This is a description of a project designed to assist personnel holding administrative positions in the Tucson school district develop systematic skills for decision making. Running from April 1971 to March 1974 decision skills were to be developed through activities to 1) increase awareness, 2) provide opportunities for practicing decisions, and 3) provide opportunities for adoption of decision outcomes. Evaluation design and project results are provided.

149

_____. *Summary of Project Activities and Results 1971-1974.* A Summary of the Results of the Educational Management Project. Tucson, Ariz.: Tucson Public Schools, June 1974.

This document presents a year-by-year summary of progress for the Educational Management Project. Ratio of achievement for project objectives for trainees, attitudinal changes, and results of activities are provided.

Order From: *Arizona Department of Instruction*
Title III Office
1535 W. Jefferson Street
Phoenix, Arizona 85007

Cost: *No cost.*

150
Turlington, Ralph D. *Handbook for Educational Planning in Florida Schools.* Tallahassee, Fla.: Florida Department of Education, 1974.

Taking a focus on planning in the Florida school system, with specific references to the Florida Statutes and the State Board of Education Regulations, this handbook provides the user with planning tools for use in determining where a school system is, where it is going, and how it will get there. It contains basic introductory information, and covers eight specific areas in a step-by-step yet flexible approach to planning for educational improvement.

Order From: *Dr. Charles Reed, Director*
Department-Wide Planning, Programming, Budgeting, and Evaluation
Department of Education
125 Miles Johnson
Tallahassee, Florida 32304

Cost: *No cost.*

151
U.S. Congress. House General Subcommittee on Education, Committee on Education and Labor. *Needs of Elementary and Secondary Education: A Compendium of Policy Papers.* House of Representatives, 91st Congress, 1st Session. 1970. (Bethesda, Md.: ERIC Document Reproduction Service, ED 042 868.)

The first section of this compendium consists of essays prepared at the invitation of the General Subcommittee on Education by men considered to represent nearly every shade

of opinion on education. These people were asked to predict the most compelling issues of the future and to suggest possible alternatives for those issues. The second section of the anthology is composed of formal statements submitted by witnesses testifying at subcommittee hearings. The essays focus on a wide range of educational subjects, including finance, construction, research, development, accountability, systems analysis, private schools, etc.

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P.O. Drawer O
Bethesda, Maryland 20014

Cost: MF, $.65; HC, $3.29.

152

U.S. Department of Health, Education, and Welfare. Office of Education. *Right to Read Assessment and Planning Handbook.* Washington, D.C.: Government Printing Office, 1974.

The Right to Read Needs Assessment Package is designed to assist individual schools to evaluate their current reading program, personnel, and achievement in a relatively short period of time and as a prelude to planning a more effective approach to reading instruction. Forms and examples of required steps are given. The information necessary is available in school records or could require only very short personal interviews. Data are recorded on forms provided, and suggestions for evaluation are made. A lengthy definition of terms is included in an appendix, as well as an article on measuring attitudes toward reading.

Order From: *U.S. Department of Health, Education and Welfare*
Office of Education
Washington, D.C.

Cost: *No cost.*

153

Urban Strategy Center, Community and Regional Development Group. *Blueprint for the Possible: A Citizens' Action Program for Better Schools.* Washington, D.C.: Chamber of Commerce of the United States, 1973.

Beginning with a brief discussion of the great American challenge--a quality education equally available to all--and the conflicting necessity to meet this challenge with ever-dwindling resources, this booklet presents a blueprint for action to achieve accountability and the great challenge. The keys are: broad community involvement, careful goal setting, and educational auditing. Specific suggestions are offered, along with some facts about American education in 1971-1972.

Order From: *Chamber of Commerce of the United States*
1615 H. Street N.W.
Washington, D.C. 20062

Cost: *1-9 copies, $2.00 each; 10-99 copies, $1.50 each; 100+ copies, $1.00 each.*

154

Virginia State Department of Education. *Guidelines for Implementing and Relating the Virginia Needs Assessment Study to Standards of Quality and Objectives for Public Schools in Virginia.* Richmond, Va.: State Department of Education, August 1972.

This publication is designed to serve as a handbook for needs assessment in general as well as to offer ways of adapting the Virginia Needs Assessment Study and the Standards of Quality and Objectives for Public Schools in Virginia to appropriate local situations. The Standards of Quality and suggestions for implementing the Needs Assessment Study are addressed along with a discussion of their implications. A summary of the achievements and needs identified in the Virginia Needs Assessment Study is also provided.

Order From: *Mr. F.T. Phillips, Jr.*
State Department of Education
Box 6-Q
Richmond, Virginia 23216

Cost: *No cost.*

155

Wisconsin Department of Public Instruction. *Educational Needs Assessment in Cooperative Educational Service Agency 6 Local School Districts.* Report, Project Next Step. Madison, Wis.: Wisconsin Department of Public Instruction, n.d.

Part A of this report provides an overview of economic and population characteristics of the counties which comprise C.E.S.A. #6, a

regional organization unit operating in Wisconsin. Part B contains the individual needs assessment reports which document the processes and findings in each particular county (Local Education Agency). Part C contains a chronological record of the activities which were required to initiate planning among all agencies--the Department of Instruction, C.E.S.A., and the L.E.A.

Order From: *Wisconsin Department of Public Instruction*
126 Langdon Street
Madison, Wisconsin 53701

Cost: *No cost.*

156
Witkin, Belle Ruth. *An Analysis of Needs Assessment Techniques for Educational Planning at State, Intermediate, and District Levels.* Hayward, Calif.: Alameda County School Department, 1975.

This report is intended primarily for educators who have the responsibility for conducting or managing a needs assessment at the school site or district level. Although most of the material relates to local assessments in the elementary and secondary schools, some information has been included on statewide assessments and on emerging efforts in community colleges and universities. The information was gathered from published and unpublished reports of needs assessments; from examination of models, kits, and various instruments; and from the (limited) theoretical and research literature in the field. The report is organized into three parts: Part I - The state of the art. An overview of trends

and major approaches. Part II - Needs assessment models. Descriptions of the most widely available and characteristic models, together with some case studies of their application. Part III - How to do it. Managing the effort, some communication and other strategies, strengths and limitations, and social fairness issues.

Order From: *Dr. Belle Ruth Within*
Alameda County Schools
224 West Winton Avenue
Hayward, California 94544

Cost: *$2.00.*

157
Worthen, Blaine R., and Sanders, James R. *Educational Evaluation: Theory and Practice.* Worthington, Ohio: Charles A. Jones Publishing Co., 1973.

This book is designed as a basic text for courses on educational evaluation, as well as a basic or supplemental book for teacher education, curriculum, or administration courses where efforts are made to teach practioners how to assess the effectiveness of their educational programs. The emphasis is on providing tools for problem solving and chapters are devoted to evaluation as a discipline, with definitions and overviews; frameworks for planning evaluation studies, including judgemental strategies, decision-making strategies, and decision-objective strategies; considerations in planning evaluation studies, with an emphasis on objectives; and a projection for the future of evaluation. References and indices are included.

Order From: Charles A. Jones Publishing Co.
4 Village Green, SE
Worthington, Ohio 43085

Cost: $15.95.

158

Yingling, Karl W. *The Financial Phase of Long Range Planning for Public Schools--Presenting a Method for Projection.* Butler County Penn.: Butler County School Board, 1968. (Bethesda, Md.: ERIC Document Reproduction Service, ED 020 563.)

This document presents a method for estimating future financial needs and resources in a long-range plan for school districts. The author discusses the following: 1) required assumptions for a ten-year projection, 2) specific advice on computing the necessary elements, 3) difficulties associated with each element, 4) proposed solutions, and 5) the need for evaluating projected and actual income and costs at the close of each fiscal year. An appendix includes sample projection tables and graphs.

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RESEARCH BULLETINS

The Self and Academic Achievement
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-R. Ober

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-W. W. Purkey

The Nongraded School
-Breivogel and Rogers

Sensitivity Training in Perspective
-B. Ellis

Writing Behavioral Objectives
-H. McAshan

School Advisory Committee
-Breivogel and Greenwood

Enhancement of the Self-Concept: A Case Study
-Edgar, Guerrin, et al.

Educational Provision for Emotionally Disabled Children
-Bullock and Brown

The Administrator Looks at Programs for Emotionally Disturbed Children: Guidelines for Planning
-Bullock and Justen

The Learning Centers Approach to Instruction
-George, Kinzer, et al

Case Law and Education of the Handicapped
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